DOCUMENT RESUME

ED 153 927 SO 010 871

AUTHOR Otero, George G., Jr.
TITLE Teaching about New Mexico History and Culture. History Series, Volume 2.
INSTITUTION Denver Univ., Colo. Center for Teaching International Relations.
PUB DATE Dec 77
NOTE 108p.; Pages 8-12 are copyrighted and have been removed by ERIC. They are not included in the pagination
AVAILABLE FROM Materials Distribution, Center for Teaching International Relations, University of Denver (Colorado Seminary), Denver, Colorado 80208 ($8.00 plus $0.75 handling, paper cover)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Cultural Education; Culture Contact; Curriculum Guides; Educational Games; Elementary Secondary Education; Experiential Learning; *History Instruction; Individual Activities; Instructional Materials; Junior High Schools; *Learning Activities; Personal Interests; Resource Guides; Resource Materials; *Social Studies; *State History; Student Interests; Study Skills; *Teaching Methods; United States History
IDENTIFIERS *New Mexico

ABSTRACT

This volume is designed to aid those who teach New Mexico history by making available easy-to-use activities. The aims of the activities are to increase student interest in state history and to develop within children an understanding of the role history plays in their lives. Although intended for elementary and junior high school students, many activities are adaptable for use in secondary school classrooms. The guide is arranged into three major topic sections. The goal of section one is to personalize history while introducing students to their state. Activities focus on the individual and what an historical event means to each individual. Section two contains activities which develop skills that students can use in studying state history. Students are involved in games, drawing cartoons, filling in blank maps, and choosing items for a time capsule. Section three contains sample activities on the role that culture and the interaction of cultures play in the history of New Mexico. The activities are supplementary and can be applied to the study of any state with slight variations. Several activities involve the use of postcards in exploring student images of New Mexico. The postcards, available from the publisher in hard copy, are not filmed on the microfiche. All other necessary teacher instructions, handouts, and master sheets are included on the microfiche. (Author/JK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED153927

History Series, Volume 2
Nancy Dille, Editor

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
CIR

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

TEACHING ABOUT NEW MEXICO HISTORY AND CULTURE

by

George G. Otero Jr.

Copyright 1977 Center for Teaching International Relations, University of Denver.
This volume contains all teacher and student materials necessary for classroom use. It is being sold at cost for purposes of evaluation. To order, write to address below.

Center for Teaching International Relations
University of Denver (Colorado Seminary)
Denver, Colorado 80208
303-753-3106

December 1977

SP 010 871

ACKNOWLEDGEMENTS

This book of activities is the result of 18 months of developing and evaluating activities for the Albuquerque Public Schools. Albuquerque teachers have tried the activities with their students and provided important feedback to CTIR on their usefulness; thus, the activities are ready for classroom use by others. Some of the activities originated with teachers as they sought ways to improve the teaching of New Mexico history to their students.

I would like to thank the teachers from the Albuquerque Public Schools (APS) who field tested and evaluated the activities. A special thanks to Henrietta Loy, Curriculum Specialist for APS. Her support and enthusiasm demonstrate what can be accomplished when educational resources are pooled together.

I would also like to thank the staff of CTIR, especially Nancy Dille who edited the material, and Gary R. Smith for his ideas on state history.

George G. Otero Jr.

TABLE OF CONTENTS

INTRODUCTION..... 1
Teaching History to Young People..... 1
Format..... 2
Objectives..... 3
Teaching Considerations..... 4
Where and When to Use the Activities..... 5
Evaluation..... 6

TEACHER BACKGROUND READING..... 7
"New Mexico," by D. H. Lawrence..... 8

SECTION 1: HISTORY, YOU, AND NEW MEXICO.....13
Passport Not Needed for New Mexico Trip.....14
Family History.....19
Family Folk Tales.....22
State History: What's Worth Knowing?.....27

SECTION 2: EXPLORING YOUR STATE.....31
New Mexico Time Capsule.....32
New Mexico Cities and Towns.....35
You Know You're in New Mexico When. 40
Stagecoach Hints.....43
New Mexico Blank Map.....48
Exploring Your Community - 3 Activities.....50
Balloons Over Albuquerque.....55

SECTION 3: NEW MEXICO CULTURE.....62
Baking Bread.....63
Life Styles in New Mexico Today.....67
Dichos.....72
New Mexico Alphabet.....76
Cowland Glossary.....82
Postcard Images of New Mexico.....88

SELECTED BIBLIOGRAPHY.....99
Background Sources.....99
Curriculum Resources.....100
National Forests.....103
National Parks and Monuments.....104
Indian Offices and Organizations in New Mexico.....104
New Mexico Chamber of Commerce Mailing Addresses/Phone Numbers..106

EVALUATION QUESTIONNAIRE.....108

INTRODUCTION

New Mexico has a rich and exciting history. The interaction of diverse cultural groups in a state with a varied geography has yielded a vast storehouse of fascinating people, events, and places. Almost weekly, the bookstores offer another interesting, eye-opening documentation of New Mexico's past. In the midst of this wealth of information for the general public, there is a noticeable lack of useful and interesting classroom activities on the topic of New Mexico.

This volume is designed to aid those who teach New Mexico history by making available easy-to-use activities. The activities increase student interest in state history and develop within children an understanding of the role that history plays in their lives.

Teaching History to Young People

Teachers often complain about the general disinterest displayed by many students when units about state history are presented to them. This is often a result of the teaching approach used.

Very few people are interested in facts alone. Names, dates, and places mean little if an individual does not associate with the information in some way. Young students who have not yet developed their abstract abilities to the fullest find it especially difficult to bring any interest or excitement to a study of places they have never seen, and people they have never met.

History is more than mere facts. It is more complex and interesting than just the places, names, and dates that document the past. Likewise, an individual's life is more than dates and events. Each person's life is

the result of a great number of experiences. A human being grows and learns in direct proportion to his or her ability to reflect on the meaning of these experiences.

History, for both the individual and society, informs us as to what we are and can be. At the same time, people bring meaning to the past by incorporating it into their own world. From this perspective, the past only has meaning in the present. Page Smith, in an article for Learning magazine, has captured this principle when she states, "Students don't study history, they are history."*

Whether students are bored with history or highly motivated, teachers can utilize supplementary activities that attempt to bring history to life. These activities involve students in the investigation of the state and allow students to personally determine the meaning of the past.

Format

This volume is divided into three major topic sections. Each activity is presented with a short introduction, objectives, appropriate grade levels, estimated time, materials needed, procedures to follow, and evaluation or follow-up suggestions. For some activities, a number of different procedures may be described from which the teacher can choose the appropriate one for that class.

Section 1: History, You, and New Mexico contains a series of activities which attempt to personalize history while introducing students to their state. The activities focus on the individual and what an historical event or process means to each individual. Students are also encouraged to

*Page Smith, "Students Don't 'Study' History--They Are History," Learning (January 1977), pp. 32-36.

see themselves as important figures in the future of New Mexico by examining their personal perceptions of the past as well as their family connections with the state.

Section 2: Exploring Your State contains a number of activities that increase student abilities to inquire about state history. Students get involved in games that increase their knowledge of place names. Also, students demonstrate their understanding of basic history and culture by drawing cartoons, filling in blank maps, and choosing items for a New Mexico time capsule. Each activity focuses on a particular process or skill that students can continue to use in studying the history of New Mexico.

Section 3: New Mexico History and Culture contains sample activities which focus on the significant role that culture and the interaction of cultures play in the history of New Mexico. There is no intention in this volume to represent all of the important cultures in New Mexico, but the activities are designed to point out to students the importance of culture in general in the history of New Mexico.

Objectives

All activities in the volume have specific objectives. These specific objectives, if met, will result in the achievement of the volume's goal that activities were developed to meet.

The goal of this volume is to increase student interest in the study of New Mexico history. This goal can best be accomplished if students develop those abilities necessary to successfully examine history data and relate the past to the present. Therefore, the following tasks are included

in the activities.

Practice in data collection procedures.

Experience in the collection of diverse data, including artifacts and oral interviews.

Instruction in the methods of data analysis including interpretation, categorization, hypothesis formation, evaluation, application, and synthesis.

Practice in making comparisons between themselves and the past.

Practice in identification of actions that relate to culture, ethnicity, and values.

Teaching Considerations

When using these activities, the teacher should be aware of the assumptions behind the development of the activities.

a. The materials and their format should serve as a model on which teachers can build their own activity to meet individual class needs.

b. Student motivation and interest are dependent on achieving success in most of the experiences.

c. Students respond differently because they are individually different, and activities should reward diverse responses as often as possible.

d. Students do not at first separate process skills from the problems to which they are applied. They begin to learn ths skills from their experience with problems.

e. Materials that depend on the use of the senses, as well as a variety of media, should be used in the development of process skills.

f. Activity content and procedures should relate to student needs and interests.

g. Every activity should be a complete experience without the use of other activities.

The following questions were uppermost in the author's mind when developing the activities. They would be excellent guides for teacher planning and selection of activities from this volume.

a. Does the activity engage children's interests?

b. Is the content related to the children's perceptions of self and others?

c. Is the activity within the teacher's experience and capacity to coordinate and to explore with the children?

A careful examination of and attention to these assumptions and questions will increase the likelihood that teachers will use the activities as they were intended.

Where and When to Use the Activities

Teachers need not be experts in state history to successfully teach state history or use these activities. The various activities in the guide are supplementary and teachers are expected to choose applicable activities from this volume to use with currently used textbooks and resource guides available in the schools.

All necessary teacher instructions, handouts, and master sheets are included. You need not purchase additional materials to use most of the activities. The handouts for classroom use immediately follow their respective activities. Pages can easily be removed from this book for duplication.

The activities in this book are geared to grades 1-8. Many activities demand little ability to read, and focus on various modes of communication. Although designed for elementary and middle school children, many activities could be adapted for use in secondary school classrooms.

The book is appropriate for elementary state history units and courses. It is also suitable for middle and junior high school social studies classes. These activities can be applied to the study of any state with only slight variations. For instance, the "Cowland Glossary" could be used in a study of Texas or Wyoming with no changes at all.

Evaluation

These materials have been used with a great deal of success by many teachers. It is our intention to continue revising and adding to the book whenever time permits. We have enclosed an evaluation sheet to encourage you to give us feedback and suggestions. Your input will be greatly appreciated.

TEACHER BACKGROUND READING

This article by D. H. Lawrence captures the beauty and thrill of New Mexico. New Mexico is more than a series of names, dates, places, or events. The article explains how New Mexico is an experience, one that changes the lives of both those who are in the state for a visit and those who are permanent residents.

In addition to good activities, teachers need a positive attitude about New Mexico before teaching students about the state. Read this article and watch your interest and enthusiasm for New Mexico rise.

SECTION 1

HISTORY, YOU, AND NEW MEXICO

Students examine some of the common misperceptions that people in other states have of New Mexico.

Title: PASSPORT NOT NEEDED FOR NEW MEXICO TRIP

Introduction: As people living in New Mexico our image is tied to other people's general perceptions of the state of New Mexico. For instance, if people think New Mexicans live in a hot barren desert, then they will treat New Mexicans accordingly. Because there are many basic misperceptions about New Mexico, each resident of the state automatically becomes a public relations agent for the state and himself. The purpose of this activity is to encourage residents of New Mexico to learn as much about their state as possible, in order to set the record straight for those who are misinformed.

Objectives:

To document some common misperceptions that nonresidents hold about New Mexico.

To encourage students to communicate their own perceptions about New Mexico.

Grade Level: 2-8

Time: one hour

Materials: Handout 1, Passport Not Needed for New Mexico Trip
Newsprint or construction paper for each student

Procedure:

Step 1. Read all or selected parts of handout 1, Passport Not Needed for New Mexico Trip, to the students.

Step 2. Ask the students to share any of their own experiences that indicate misperceptions which they or people in other states have about New Mexico.

Step 3. Discuss with the students the following questions:

a. Where do you think the people learned these things about New Mexico?
b. Do you like people thinking that you live in a foreign country? A desert? A place with strange people?
c. What can be done to better inform people about you and your state?

Step 4. Hand out the newsprint (construction paper) to pairs of students. Tell them that their task is to write five statements and/or draw five pictures about New Mexico.

Step 5. After the student pairs have finished, discuss these questions:

a. Would your pictures and statements help people from out-of-state better understand New Mexico?
b. What are some of the different images that students in the class have of New Mexico? Where did you get your ideas about New Mexico?
c. How could each of you learn more about New Mexico? (Traveling, reading, interviewing people, watching films, etc.)

Evaluation:

1. Role play some conversations where a person from another state is making an incorrect statement about New Mexico, and the native student corrects the error in a polite way.

   Some possible comments from out-of-state people:
   a. Is it safe to live in New Mexico with all of those Indians living there?
   b. How can you live in a desert?
   c. I thought everyone in New Mexico was originally from Mexico.
   d. Has New Mexico become a state yet?

2. Retain the statements and drawings that the students made in Step 4. After a few months, bring them back to class and have the students make any additions or subtractions to their work, based on their experiences with New Mexico in and out of class during that time.

Handout 1

PASSPORT NOT NEEDED FOR NEW MEXICO TRIP*

There are those who still think there are 49 states. Not that they blow Alaska or Hawaii, or forget little Rhode Island. They just don't believe there's a New Mexico. New Mexico? Uh--that's down there in Central America, isn't it? South America? Mexico? Er--the capital of Arizona?

The questions come almost daily to the bemused, bewildered, and sometimes bedeviled staff at New Mexico's Department of Development here in the state's old capitol city.

"The first time someone wrote and asked about a passport and the rate of exchange, I thought it was a joke," admitted Scottie King, department information officer. "I was here only a few days then," she said. "But I soon learned the questions are all too real." Now she maintains a file of form letters. Tactfully, she tries to tell people that yes, there is a New Mexico. Santa Fe was settled in 1610 and the area has been under the U.S. flag since 1846. And it is not, as one small boy in Kansas suggested, a place to keep Texas and Arizona apart.

But still the letters come. "I have read about Mexico very much. I would like a state flag," wrote a confused little girl in Arkansas. "Please send any and all information about Mexico City, Acapulco, and Tasco (sic)," a Texas woman wrote. A carefully written letter came from Mississippi. "I am a senior at _____ High School and we are too (sic) make a Spanish notebook. I would, if you would, to send me any information concerning Mexico. My teacher says Mexico is a Spanish-speaking country." A representative of a mining company in Minnesota asked for "Mexican travel posters,

---

*By Sheila Tryk, Santa Fe, New Mexico. Permission to print from Sheila Tryk.

c 1977 CTIR

and ideas of Mexican decorations and pictures of same" for a company party.

In an age when it may take weeks for letters to travel between neighboring towns, it is surprising the U.S. Postal Service rallies to deliver mail in Santa Fe. A business letter from Frankfurt, Germany, addressed to "Santa Fe, New Mexico, Zentral Amerika" was delivered promptly. One from Aden was addressed to "Chamber of Commerce, New Mexico, Mexico." No problem. It arrived at the Department of Development, as did the letter from the Canadian woman describing herself as a travel writer. Her's was addressed merely to "Santa Fe, S. America." Business offices are no more enlightened than school children, it would seem.

Barnes & Noble sent a book order to a gentleman in Clovis, New Mexico and billed him for foreign postage as well as books. A travel agent in Westbury, New York, asked for brochures and posters "pertaining to your country." Marboro Books sent an order to a Carlsbad man and marked it for foreign postage. (A cynical mailman scrawled on the package "This is foreign?") Even the sedate New York Times came a cropper recently, placing Las Cruces in Mexico. And from the library at Auburn University came a letter to the New Mexico Records Center--stamped "foreign" and plastered with enough postage to carry it to distant shores. Even the U.S. Navy has its geography problems. An information office in a U.S. Naval Air Station in Texas asked for "brochures, money exchange rates, insurance information, and any other information you have on New Mexico."

If tourist division staff members occasionally get angry at the ignorance of many of their correspondents, they try not to show it. Instead, they use it to their advantage. In the state's new color brochure, "It's Another World," next to a map of North America showing New Mexico is so different from the rest of the United States that some people think it must be another country. It's not. It's another world.

c 1977 CTIR

But one former department writer did become incensed at the Brooklyn, New York school teacher who wrote asking for "foreign posters" so that her students would "learn more about their ethnic backgrounds." His chilly letter to the teacher advised her to study her own geography before misleading her students. "There is a United States beyond the Hudson River," he concluded. "And we're part of it."

c 1977 CTIR

Students discover their family backgrounds and the history of their families in New Mexico.

Title: FAMILY HISTORY

Introduction: Each student's family comprises part of New Mexico's history. Some families have been in the state for many years, and some families have recently moved to New Mexico.

In this activity students discover something about their personal history and their family ties to New Mexico by learning more about their ancestors and the places where their relatives were born. This activity should be done only on a voluntary basis because a student's past is personal. Accordingly, students should be allowed to disclose as little or as much as they determine appropriate.

Objectives:

To increase student knowledge of their personal background by filling in a graphic record of their ancestors.

To gain knowledge about students' family connections with New Mexico.

Grade Level: 1-8

Time: one hour at home
20-30 minutes in class

Materials: Copies of handout 2, My Roots, for each student

Procedure:

Step 1. Ask students how long their families have been in New Mexico. Ask them if they would like to make a family tree in order to discover something about their backgrounds and where their relatives were born.

Step 2. Distribute handout 2 to those students who are interested in finding out more about their families. Mention that the activity is optional. Have the students take the handout home and fill it out, getting help when necessary from parents. Students may color their charts or use any other drawings or designs to make their charts attractive. The

activity works best when students can obtain small photos of their ancestors and paste them on the handout. Sources of information about relatives that you can suggest to students to use are: cemetery (Sexton) records, family Bibles, family albums, church records, federal census records, old letters, town and county records, and interviews with elder relatives. Younger students can fill in names only and ignore the place of birth.

Step 3. Have the students bring the charts to class and display them on the wall or bulletin board.

Step 4. If you want, discuss the charts by using the following questions:

a. How long have students' families lived in New Mexico?
b. What other relatives were born in New Mexico?
c. How many of the families have moved to New Mexico in the past 10 years? Why did they move to New Mexico?

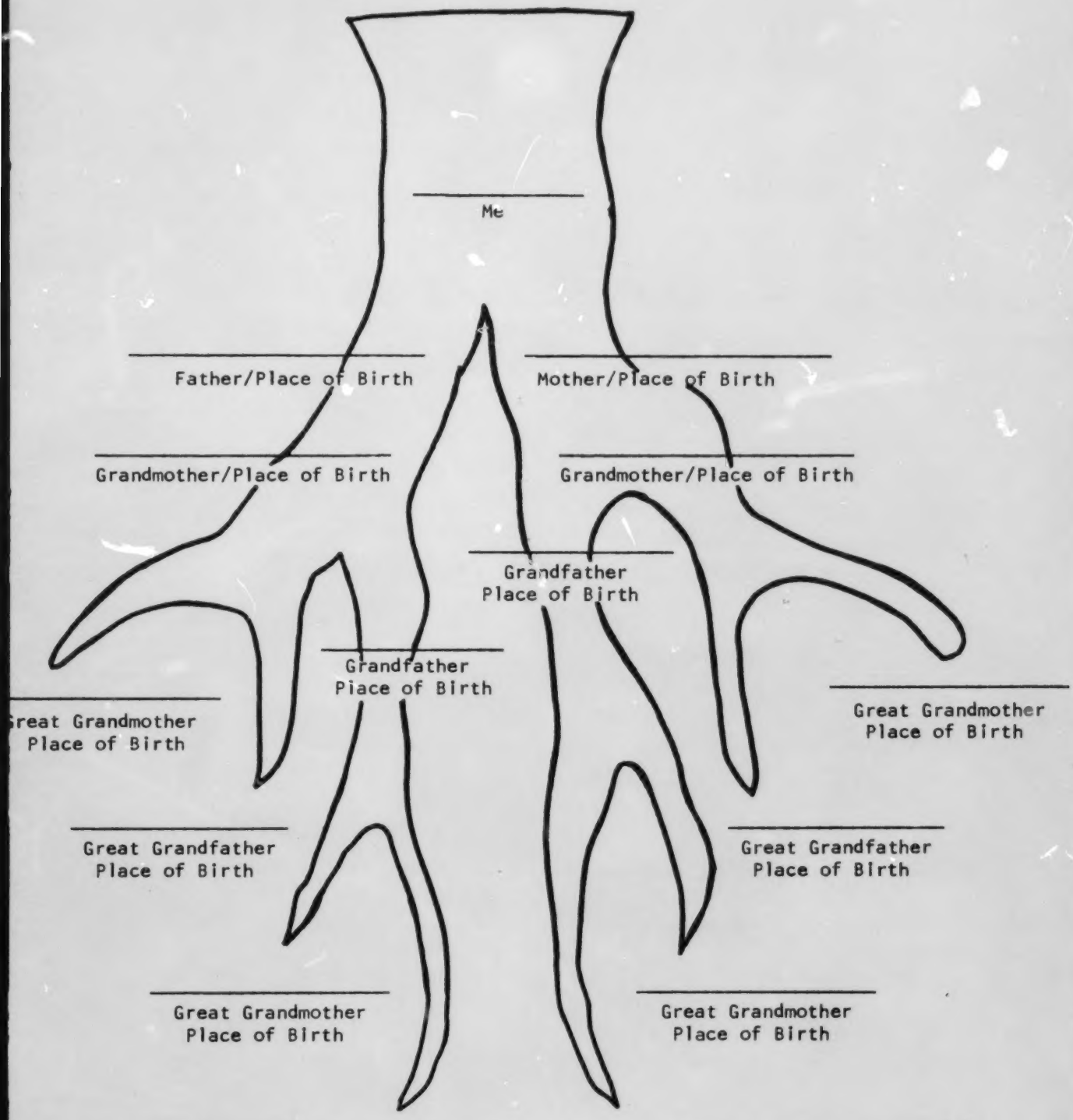
Follow-up:

1. For older students, encourage them to inquire about the reasons behind each of their family's moves to New Mexico, regardless of when the moves took place. Compare the reasons. Do they vary based on when people came to New Mexico? To what degree do people share the same motives in coming to New Mexico?

2. Give examples of the effect on the state's history of people's motives for coming to a state. For example, people who came to New Mexico for gold might move on, but they might stay in New Mexico if they are attracted by other features of the environment.

Handout 2

MY ROOTS



c 1977 CTIR

Students explore the idea of what is worth remembering by recording family folk tales.

Title: FAMILY FOLK TALES

Introduction: For many people, history simply is recorded stories that people think are worth remembering. We repeat and transmit to others those events and ideas that are important to us as individuals and as groups. When you examine such history, it is often referred to as a folk tale. In this activity, students explore their own family histories by recording and analyzing a family folk tale.

Note: This should be an optional activity since personal events are involved and students and families may not wish to be involved in such an activity.

Objectives:

To involve students in the process of recording some family history in the form of a folk tale or story.

To examine what people remember about their past and whether it is worth remembering.

Grade Level: 1-8

Time: 30 minutes at home
30 minutes in class

Materials: Copies of handout 3, Family Folk Tales, for every student in class who wishes to participate

Procedure:

Step 1. Ask students if they can name some popular folk tales that they are familiar with. (Some examples are Paul Bunyan, Billy the Kid, Pecos Bill, and David Crockett.) Mention the fact that folk tales are not completely factual all the time because the stories are told so often, yet the same could be said for much of what people refer to as history.

Step 2. Try to tell the class a tale from your family that has been passed down to you. Many of these tales involve an accident, adventure, a ghost, or a special or humorous incident. Mention to the class that there are many reasons which such stories tend to be repeated. A person may be making a point;

remembering some positive or negative aspect of a person's character; teaching a moral; or simply recalling a special or unique event in the family's past.

Step 3. Distribute handout 3, Family Folk Tales, to each student who wishes to collect a family folk tale in writing from his family. Read (or have students read) the two examples of folk tales about life in New Mexico. Discuss these stories with the class. Remind them that their story will be much shorter. Have students do the activities at home.

Step 4. Have students share their tales with the class.

a. What reasons explain why each family remembers the stories that it does?
b. Are these stories worth remembering?
c. Would you like to pass them on to your children?

Follow-up:

1. Have students find examples from New Mexico history of events, stories, and people which are remembered for many of the same reasons that family tales are remembered and repeated year after year.

Handout 3

PIONEER STORIES (FOLK TALES)

These stories are ones that people find interesting but you probably won't find them in a history book. Much of the information in the story is true and much of the information may be false. But, these folk tales continue on and are repeated because people want to hear them. After reading the folk tales, collect one of your own about your family using the handout, Family Folk Tales.

Story 1

A gentleman from Buffalo was reading a newspaper on the portal of old La Fonda in Santa Fe. It was with special interest that he read his morning paper, for the news of the assassination of McKinley was headlined on the front page. Several other guests of the hotel sat in the rocking chairs, reading and talking. At one end of the portal, two little girls in high-necked plaid dresses were playing with jacks and a ball. Groups of people straggled by the hotel on the way to church at the end of San Francisco Street. As the stagecoach pulled out for Taos, the gentleman from Buffalo turned a page of his paper and continued to read with the paper held directly in front of his face so that he could not see the street.

A young man walked briskly but quietly up the walk to the portal, his hand in his pocket. Suddenly, a bullet sped through the newspapers into the heart of the man from Buffalo.

The young man who fired the shot was Jean Lamy, nephew of the famous archbishop. He explained quietly and succintly that he had not liked the manner in which the man from Buffalo looked at his wife. Guests of the hotel remembered that the evening before a young Spanish woman had played old songs on the piano in the hotel parlor. A stranger from the East, from Buffalo, had stood beside her, turning the pages of her music. Young Lamy had resented the expression in the stranger's eyes.

Of course the shooting caused a furor in Santa Fe. Some even went so far as to ask Lamy why he had not given the man a fair warning. Lamy replied that he had warned him to stay away from his wife. Nothing was ever done about the affair. No jury could be found to sit in trial of the archbishop's nephew.

c 1977 CTIR

This story was told to Mrs. Chavez by her mother who first arrived in Santa Fe on the day of the murder. Although born in New York, Mrs. Chavez is an old resident of New Mexico. She spent much of her life in Santa Fe where her father, William Berger, was a well known lawyer.

Story 2

Early one March morning 15 mounted men, each leading a pack horse, set out for the foothills of the La Plata mountain range to try to capture wild horses. The winter had been unusually severe so that the horses should be weak and more easily captured than they had been for many springs.

After a hard day of riding, they reached a base camp previously agreed upon. Little was done that night toward establishing a permanent camp, but the next morning all was hustle and bustle about the camp. A part of the crew busily felled trees to make a corral for horses; others built shelters for sleeping quarters. Three of the most experienced men set out to scout for wild horses. They returned around sunset to find the camp completed and all eager to hear their plans.

Yes, they had found plenty of horse tracks and had located one water hole that was being used by the horses. Below it extending for a distance of almost a mile was a narrow vale, devoid of timber. They planned to build the trap at the lower end of this opening.

The trap was built of pines and aspens. The men had brought axes, hammers, spike nails, and other equipment from home. Trees were cut and used as upright posts, where the natural trees were not in the right positions. Long poles were then spiked to these uprights to form a very solid corral. Then a long wing built into a V was placed on either side of the gate.

The men waited two days. Finally they saw the wild horses approaching the hole. They surrounded them to run them into the opening. The horses charged down the opening and down the right wing and into the corral, just as the leaders had planned that they should.

The catch proved to be very sorry, as only two horses and three colts were considered worth taking.

c 1977 CTIR

FAMILY FOLK TALES

A folk tale is a story people usually pass on from mouth to mouth. It is often referred to as oral history.

Many of us have overlooked the folk tales in our own life. Every family has some favorite stories about strange things that happened to Uncle Harry or Grandma.

For example, when our family gets together someone brings up the time that a crock of Grandma's homemade pickles fell over in the trunk of our car and made that trunk smell funny for years.

Is there a great story in your family's past? Maybe one about an old car breaking down in the middle of nowhere, or another about what happened during a storm or blackout?

Put the story here, for your children and their children to enjoy and pass on.

Our Family Tale

c 1977 CTIR

Students examine their histories as a group. Based on that information, they brainstorm items they would like to know about the history of their state.

Title: STATE HISTORY: WHAT'S WORTH KNOWING?

Introduction: There is more information about New Mexico's past available to each of us than we need or probably care to know. Through a process of selection peculiar to each of us, decisions are made about what we will learn or not learn about the state.

In this activity, students learn about the history of their class. From this experience, they brainstorm what they would like to know about the history of New Mexico. This information can be used by each teacher to collect resources which allow students to learn more about their state.

Objectives:

To gather data about the history of the class.

To brainstorm questions about New Mexico history that students personally would like answered.

Grade Level: 3-8

Time: 30 minutes for group history
20 minutes for brainstorming

Materials: Handout 4, Group History
Handout 5, Rules for Brainstorming
Newsprint or notebook paper

Procedure:

Step 1. Tell the class that they are going to find out more about the past of the group. Give each student a copy of handout 4, Group History. Have them select five of the questions which they would like answered by others. Then, have them choose two other students in class to answer the questions.

Step 2. Have students share their results. Were some questions picked more often than others? Ask students to explain why they chose the questions that they did.

Step 3. Tell the class that there is much that can be learned about New Mexico and its past. Explain that you would like them to decide what they want to know about New Mexico's past, just as they decided what they wanted to know about the history of the group.

Step 4. Divide students into groups of three. Have each group brainstorm some questions they would like answered about New Mexico's past. You can use handout 5, Rules for Brainstorming, with most students in grades 4-8.

Step 5. Post the questions on the wall or blackboard.
a. How do the questions about state history compare to the questions on group history?
b. Why are some of them different?
c. Why are some of them similar?

For the Teacher: Rules for Brainstorming

1. Express no negative evaluation of any idea presented
2. Work for quantity, not quality--the longer the list of ideas, the better.
3. Expand on each other's ideas; elaborate wherever possible.
4. Encourage zany, far-out ideas.
5. Record each idea, at least by a key word or phrase.
6. Set a time limit and hold strictly to it.

Handout 4

Group History

Choose five of the following questions that interest you. Have two other students in the class answer those five questions in the blank provided next to the questions.

1. Where were you born? _____

2. When is your birthday? _____

3. What is your favorite color? _____

4. What is your favorite subject in school? _____

5. How many people are in your family? _____

6. What is one of your hobbies? _____

7. What is something "neat" that you did during the past year? _____

_____

8. What have you done or made that you are proud of? _____

_____

9. Where do you live? _____

10. Where were you last Saturday at 11:00 o'clock in the morning? _____

_____

c 1977 CTIR

Handout 5

RULES FOR BRAINSTORMING

Brainstorming is a tremendously valuable tool in creative problem solving and decision making. The object of brainstorming is to produce a great quantity of useful ideas about a given subject or problem in a relatively short period of time. This great quantity of ideas serves as a data base for later organization and evaluation. The richer and broader this data base, the more likely it is to throw new light on a problem or lead to a creative solution. The conscientious use of brainstorming produces a versatile, creative, mind-expanding way of thinking. The rules should be reviewed often, and it is probably a good idea to discuss the rationale with the class.

Rules of Brainstorming

1. Express no negative evaluation of any idea presented.
2. Work for quantity, not quality--the longer the list of ideas, the better.
3. Expand on each other's ideas; elaborate wherever possible.
4. Encourage zany, far-out ideas.
5. Record each idea, at least by a key word or phrase.
6. Set a time limit and hold strictly to it.

Brainstorming helps to generate a large volume of ideas. It encourages germs of ideas, half-formed ideas; it gives ideas with some merit and some drawbacks a chance to grow and develop. And it turns group problem solving away from a competitive atmosphere toward a collaborative venture in which the main adversary is the problem to be solved, not another person in the group.

Brainstorming can be done by the entire class or in small groups. (Groups of five or six are small enough so that no one need wait to offer his idea, yet large enough so that the variety of ideas is stimulating.) When the entire class brainstorms as a group, it may be necessary to have two or three recorders at the blackboards so that they can keep up with the fast-flowing ideas. (Brainstorming is no time for raised hands or other such formalities.) When small groups brainstorm, it is important to cross-fertilize by having the recorder for each group read the group's list to the entire class; or, where time is a problem, groups can pair and read their lists to each other. Another way of sharing group lists is to have each person in the group choose the idea he likes the most from the group's list, and then have the selected list read to the entire class.

c 1977 CTIR

SECTION 2

EXPLORING YOUR STATE

Students choose items for a time capsule, based on what would give strangers the most information about New Mexico.

Title: NEW MEXICO TIME CAPSULE

Introduction: When studying state history, it is easy for unskilled explorers to overlook crucial information contained in a document or artifact. Many times there is more information contained in a source of data than the observer may recognize. Students have the opportunity in this activity to think about all the information and knowledge that could be gained from certain artifacts. They must decide what items to include in a New Mexico time capsule. Students make choices from a list of 30 items that were chosen by second and third graders.

Objectives:

To decide what artifacts to include in a time capsule, based on the amount of useful information each item offers.

To think about the knowledge to be gained from artifacts and other data sources, from the perspective of a person who is a stranger to New Mexico.

Grade Level: 3-8

Time: 30-50 minutes

Materials: Copies of handout 6, New Mexico Time Capsule, for each student
Collection of as many of the items listed on handout 6 as possible

Procedure:

Step 1. Ask students to imagine that everyone has been asked to leave New Mexico. All traces of human occupation will disappear. The students have been selected to choose the five items to be sealed in a time capsule so that people in the future can examine and learn about the people and history of New Mexico.

Step 2. Divide the class into groups of three students each. Handout 6, New Mexico Time Capsule, should be passed out to each group of three students. Tell the class that their job is to select five items from the list which they want to see placed in the time capsule. Tell the students that their task is to pick items which reflect what daily life is like for people in New Mexico.

NOTE: Daniel Boorstin, an historian, has suggested that what is most important to a culture usually is quickly used up rather than preserved. For example, most libraries do not store copies of the National Enquirer or True Confessions, which are among the most popular reading materials. Libraries collect copies of Time, The New York Times, The New Yorker, etc. Therefore, if a person from the year 2000 were to study our reading habits based on library collections, he/she would get a distorted picture that does not necessarily reflect the life style of the people.

Step 3. Have each group share their decisions, giving pros and cons for the inclusion of each item. Let students consider the following questions:

a. Will the items mean the same thing to people in the future that they now do? Will future people have different experiences and backgrounds?
b. What items contain information that is easy to understand? What items contain data that could be interpreted in many different ways?
c. Could people better understand items that are combined together? What ones?
d. What items not on the list should be included? (These may be added if students want.)

Step 4. Then, have students vote for the five final items. If possible, put these in some kind of container and bury it.

Evaluation:

1. Ask students to explain in writing why the five items were chosen.

2. Ask students to create their own story or picture that would be an item to include in a time capsule.

3. Have students write a reaction paper to the statement by Daniel Boorstin, "What is most important to a culture usually is quickly used up rather than perserved."

Handout 6

NEW MEXICO Time Capsule

Your task is to select five of the following items to be preserved as the only five artifacts for future people to look at in order to learn about New Mexico.

1. Road map
2. Bottle of beer
3. Bubble gum wrapper
4. Copy of the Albuquerque Journal
5. Copy of New Mexico Magazine
6. Piece of fry bread
7. New Mexican recipe book
8. Dictionary
9. Telephone
10. Tennis ball
11. Film about New Mexico history
12. Red chile pod (ristra)
13. Big Mac
14. Driver's license
15. Bible
16. Piece of Acoma pottery
17. Piece of turquoise jewelry
18. Country Western album
19. Ojo
20. Picture of state fairgrounds
21. Guitar
22. Drum
23. Model car
24. Army badge
25. Purse
26. Pen
27. Radio
28. Watch
29. Stuffed animal
30. Clothes

c 1977 CTIR

From a matching game, students familiarize themselves with names of New Mexico cities and towns.

Title: NEW MEXICO CITIES AND TOWNS*

Introduction: Learning geography facts about New Mexico can be a tedious task. Geography exercises are often so boring that students lose interest in New Mexico history altogether. This activity is designed to make the learning of New Mexico city and town names an interesting procedure for students.

Objectives:

To facilitate student learning of New Mexico city and town names.

To increase student familiarity with New Mexico cities and towns by creating and solving word clues.

Grade Level: 3-8

Time: 30 minutes to create clues
30 minutes to complete worksheet

Materials: Handout 7, New Mexico Cities and Towns, as student worksheets
Copies of state highway maps (or any other map) for each student

Procedure:

Step 1. Distribute one copy of handout 7 to each student. Tell the students to answer as many items as possible using the clues provided. It is best to let students work in small groups of three or four students.

Step 2. Distribute copies of the state highway maps (or other maps) which contain many cities and towns. Encourage the students to fill in all of the blanks using the map as their source of data.

Step 3. Go over the answers with the class pointing out where each city or town is located in the state.

*Many of the clues for the cities and towns come from participants of CTIR classes on New Mexico history and culture.

Follow-up:

These activities are excellent ways to increase student knowledge of basic geographic and historical information about New Mexico.

1. Have students make their own clues. They usually enjoy brainstorming the clues. Collect these, read them to the class, and see how many the entire class can answer correctly.

2. Use New Mexico rivers, mountains, national parks, etc. for the same activity, again having students create the clues.

3. Many of the cities and towns are Spanish words. See how many of the words the students can correctly translate into English. Make a chart, complete with pictures, to show the meanings of the Spanish terms.

4. Have students think up clues that are based only on historical facts.

ANSWER SHEET

NEW MEXICO CITIES AND TOWNS.

1. Gallup
2. Crossroads
3. Golden
4. Silver City
5. Gladstone
6. Clayton
7. Pueblo
8. Hatch
9. Albuquerque
10. Eagle Nest
11. Lincoln
12. Las Vegas
13. McDonald
14. Maxwell
15. Shakespeare
16. Riverside
17. Rowe
18. Acoma
19. Angus
20. Pinon
21. Blanco
22. Alamogordo
23. Shiprock
24. Central
25. Weed
26. Tatum
27. Reserve
28. Truth or Consequences
29. Lamy
30. Santa Fe
31. Espanola
32. Taos
33. Mora

Handout 7

NEW MEXICO CITIES AND TOWNS

1. What a horse can do. _____
2. Where two roads meet. _____
3. What some opportunities are. _____
4. A city of the metal used in coins. _____
5. A happy rock. _____
6. Heavy mud. _____
7. A Southwestern apartment house. _____
8. A baby chick's great escape. _____
9. Home of the Dukes. _____
10. A big bird's home. _____
11. Honest Abe. _____
12. Big gambling town. _____
13. Hamburger-millions sold. _____
14. A coffee brand. _____
15. English playwright. _____
16. Water's edge. _____
17. What you do with an oar. _____
18. Sky City. _____
19. A breed of cattle. _____
20. Small nut. _____
21. White (Spanish). _____
22. Fat cottonwood (Spanish). _____
23. Boatstone. _____

c 1977 CTIR

24. Main street in Albuquerque. _____

25. Unwanted things that grow in your garden. _____

26. Ryan O'Neal's daughter. _____

27. To hold back. _____

28. T.V. show with Bob Barker. _____

29. An archbishop of New Mexico. _____

30. Atchison, Topeka, and the _____

31. Language of Spanish. _____

32. To pitch a ball to someone. _____

33. Opposite of less. _____

c 1977 CTIR

Students are asked to express unique characteristics of New Mexico in cartoon style.

Title: YOU KNOW YOU'RE IN NEW MEXICO WHEN . . .

Introduction: All states have unique characteristics. In this activity, students communicate what they feel are unique qualities of New Mexico. They draw cartoons and write captions that begin with the statement, "You know you're in New Mexico when. . . ."

Objectives:

To identify unique aspects of New Mexico and its history from a personal perspective.

Grade Level: 3-8

Time: one hour

Materials: Copies of handout 8, You Know You're in New Mexico When. . . ., for entire class

Procedure:

Step 1. Ask students to identify things about New Mexico that are unique and special to them.

Step 2. Distribute handout 8 to every student. Tell students that they are to make a drawing and finish the caption that begins, "You know you're in New Mexico when _____." You will need to give students some ideas. You might start with other areas such as parents. "You know you're a parent when you have a deck of cards but can't find all 52." "You know you're in New Mexico when you look around and all you see is white sand." "You know you're in New Mexico when you hear people cheer for the UNM Lobos."

Encourage the students to make a statement and drawing that shows some unique or special aspect of New Mexico and its history.

Step 3. Post the drawings around the room.

Follow-up:

1. This activity format would work well with New Mexico postcards. Students could look through the postcards to get ideas for their drawings and statements.

Evaluation:

This activity could be used as a cumulative activity at the end of a unit on New Mexico to allow students to express something they learned about New Mexico.

Handout 8

You Know You're in

New Mexico When

_____

_____

_____

c 1977 CTIR

Students try to imagine how cross-country travel on stagecoaches was regulated.

Title: STAGECOACH HINTS*

Introduction: Almost all students know what a stagecoach is. They probably have seen many stagecoaches on T.V. programs. The purpose of this activity is to focus on some of the realities of riding on stagecoaches by having student write rules for stagecoach travel and then comparing those rules to some actual stagecoach rules. This activity gives students insight in transportation of the past by allowing them to compare transportation to the present.

Objectives:

To gain an understanding of the good and bad aspects of travel by stagecoach.

To practice making rules to guide stagecoach passengers, based on past experience.

To compare student-generated rules with rules actually used on a stagecoach (to see how well student perceptions of stagecoach travel match with reality).

Grade Level: 1-8

Time: 30-50 minutes

Materials: Handout 9, Stagecoach, for all students
Handout 10, Stagecoach hints, for all students

Procedure:

Step 1. Distribute Handout 9, Stagecoach, to every student. Ask the class to describe the people and places where these coaches would travel. Ask them how they learned about stagecoaches. Younger students can color the drawing, if they want.

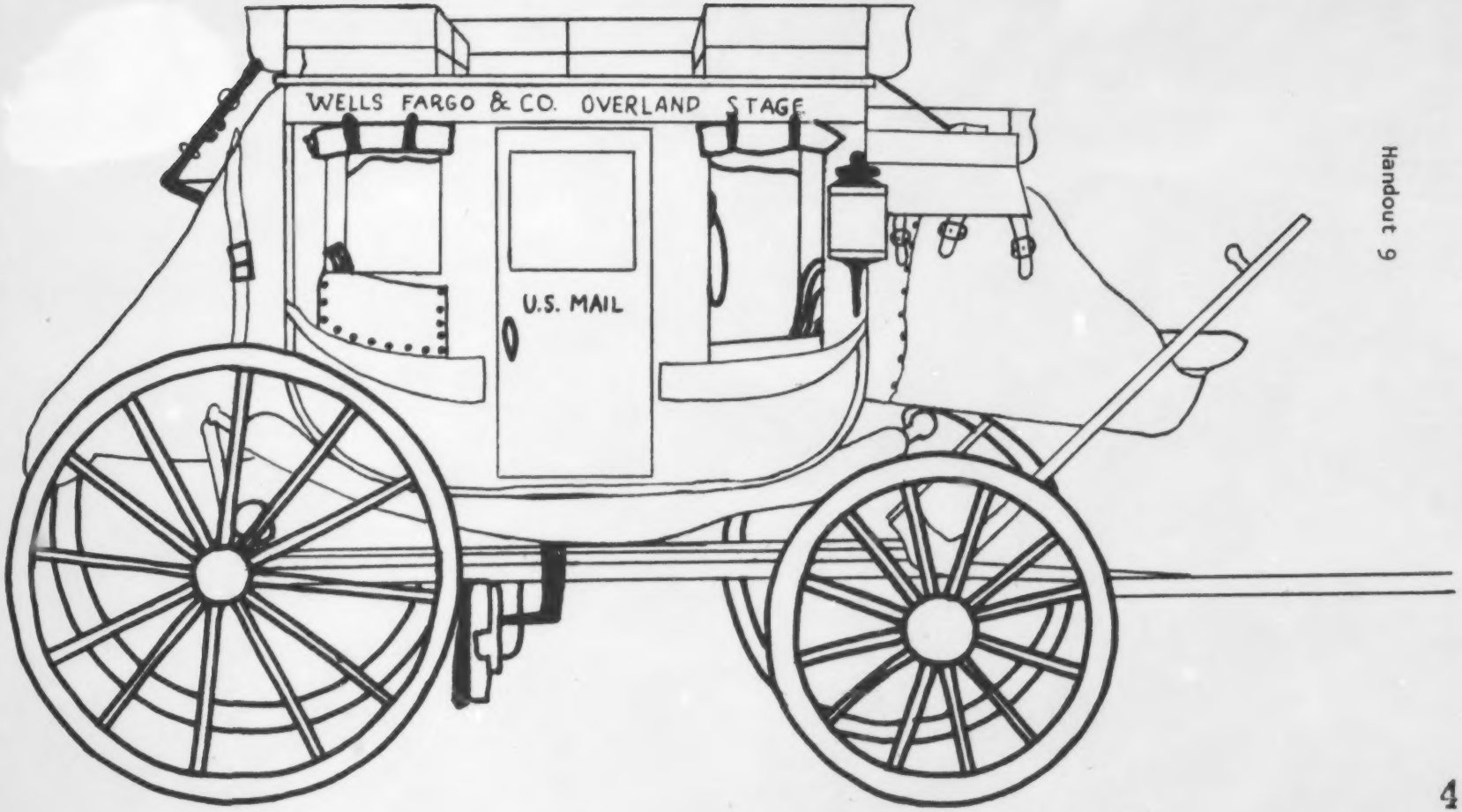
*Adapted from an activity idea by Gary Smith.

Step 2. Ask the students to use the drawing to write up some hints or rules that they think people might need to follow when riding the stagecoach. Remind them that the bus has rules or hints for safe riding that could be considered when writing their stagecoach hints. Have the students work in groups of three to get as many ideas as possible.

Step 3. After groups have made their lists, distribute handout 10, Stagecoach Hints. Have the groups compare their lists with the actual list of hints.

a. How well do the lists match?
b. What did the students forget to recognize?
c. Which rules are similar to ones people follow on buses, trains, and planes?
d. Would the students want to ride in a stagecoach? For 100 miles? For 200 miles?
e. What other forms of transportation were available to people at the time? Which was the fastest, safest, most reliable form of transportation?

A STAGECOACH



Handout 9

c 1977 CTIR

Handout 10

Stagecoach Hints

Here are the set of rules for passengers set down by the Wells Fargo Co. more than 100 years ago:

"Adherence to the Following Rules Will Insure a Pleasant Trip for All."

1. If ladies are present, gentlemen are urged to forego smoking cigars and pipes as the odor of same is repugnant to the Gentle Sex. Chewing tobacco is permitted, but spit WITH the wind, not against it.

2. Firearms may be kept on your person for use in emergencies. Do not fire them for pleasure or shoot at wild animals as the sound riles the horses.

3. Abstinence from liquor is requested, but if you must drink, share the bottle. To do otherwise makes you appear selfish and unneighborly.

4. Don't snore loudly while sleeping or use your fellow passenger's shoulder for a pillow; he (or she) may not understand and friction may result.

5. Buffalo robes are provided for your comfort during cold weather. Hogging robes will not be tolerated and the offender will be made to ride with the driver.

6. Gentlemen must refrain from the use of rough language in the presence of ladies and children.

7. Forbidden topics of discussion are stagecoach robberies and Indian uprisings.

8. In the event of runaway horses, remain calm. Leaping from the coach in panic will leave you injured at the mercy of the elements, hostile Indians, and hungry coyotes.

9. Gents guilty of unchivalrous behavior toward lady passengers will be put off the stage. It's a long walk back.

c 1977 CTIR

From Omaha Herald, 1877:

The best seat on a stage is the one next to the driver.

If the team runs away, sit still and take your chances. If you jump, nine times out of ten you will get hurt.

Don't smoke a strong pipe inside the coach.

Spit on the leeward side.

Don't lop over your neighbors when sleeping.

Never shout on the road as the noise might frighten the horses.

Don't discuss politics or religion.

Don't grease your hair because travel is dusty.

FROM THE ABOVE LIST OF HINTS TRY TO DESCRIBE WHAT RIDING IN A STAGECOACH MUST HAVE BEEN LIKE.

VISIT A MUSEUM OR SOME OTHER PLACE WHERE THERE'S A STAGECOACH ON DISPLAY. WHILE EXAMINING THE STAGECOACH, TRY TO EXPLAIN WHY THE ABOVE LIST OF STAGECOACH HINTS MIGHT HAVE BEEN IMPORTANT FOR WOULD-BE RIDERS TO OBSERVE.

c 1977 CTIR

Students fill in a blank map of New Mexico to check their basic knowledge of New Mexico geography.

Title: NEW MEXICO BLANK MAP

Introduction: This is a pretest for students. It is an activity which lets the student and teachers know what information the students have about geography of New Mexico. The map can be used later to allow students to check their improvement in knowledge of basic New Mexico geography.

Objective:

To inform students of their present knowledge of New Mexico geography.

Grade Level: 4-8

Time: 20 minutes for pretest
30 minutes if used again later in unit

Materials: Copies of handout 11, New Mexico blank map, for every student

Procedure:

Step 1. Distribute copies of handout 11, New Mexico blank map, to every student. Ask them to fill in all the geographic information they can on the map. This can be any kind of information about New Mexico which they would like to record on the map. It could include rivers, cities, mountains, historical locations, or personal events and locations.

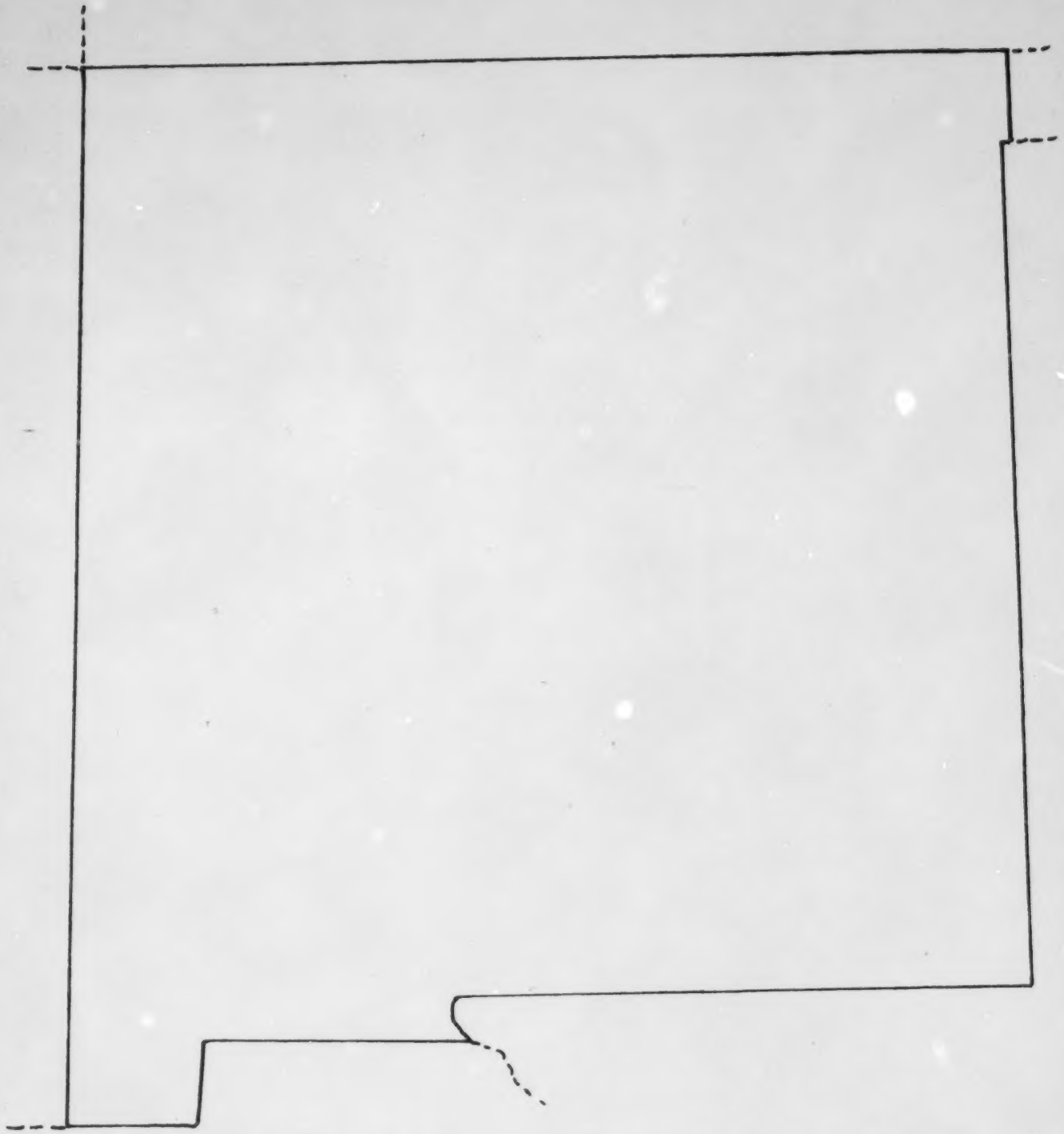
Step 2. Have students exchange their maps so they can see what each other knows about New Mexico.

Step 3. Discuss with students the following points:

a. Everyone's map is different because their experiences with New Mexico are different.
b. The things recorded on the maps are items that students have learned somewhere. Ask them why they put down the information they did.
c. What is the information that is most common to the maps that students drew? Explain.

Step 4. After two or three weeks, let students fill out another map. Have them compare the similarities and differences between their first and second maps.

Handout 11



NEW MEXICO

c 1977 CTIR

Students find out about the people in the state closest to them, the people next door.

Title: EXPLORING YOUR COMMUNITY - 3 ACTIVITIES*

Introduction: A person's most immediate experiences take place in their local communities. Although people living in Taos and Silver City are New Mexicans, their feelings about New Mexico and their own life styles will be greatly influenced by the people, places, and events of their own local communities. The following activities are good methods that will encourage students to explore their local communities in ways they had not considered before. As students better understand their local communities, they will become more aware of daily life styles in New Mexico.

Objectives:

To help students examine and understand their local communities through participation in creative activities.

To encourage students to look at their local communities as a first step in understanding life styles in New Mexico.

To help students understand that life in New Mexico is varied by looking at the diverse life styles in their local communities.

Grade Level: 1-8

Time: Varies with each activity

Materials: Copies of the community activities that you are going to use with the class, and handouts 12 through 14

Procedure:

Step 1. Each person's community is part of the state. Each person's community is unique in some ways and similar in some ways to the other communities in New Mexico. Mention these points to the students. Tell them that a first step in understanding life in New Mexico is understanding the people, places, and events within the local community.

*Activities adapted from Jackie Johnson, Cherry Creek Public Schools, Denver, Colorado.

Step 2. Go over each of the activities on community exploration that you plan to use. Give the students enough time to complete the assignments.

Step 3. Discuss the results of the students' work.

a. How is their community probably like other communities in the state? How is it different?

b. What did they learn about their communities that they didn't know before?

c. How can they learn about New Mexico by studying their communities?

Handout 12

WHAT'S GOING ON NEXTDOOR?

You can learn something from everyone ---- especially from your next door neighbor.....

YOU CAN LEARN ABOUT YOUR COMMUNITY AND ITS PAST AND YOU CAN LEARN ABOUT YOUR STATE FROM TALKING TO YOUR NEIGHBORS.

Go nextdoor and talk with your neighbor.

Here are some questions you might ask. Why not have the class ask one or two questions and share the results with the rest of the class? That might help you find out how the people in your community are alike and how they are different.

1. WHERE DID YOU GROW UP?

2. WHAT ARE YOUR FAVORITE MEMORIES OF GROWING UP?

3. WHAT DO YOU LIKE ABOUT THIS TOWN AND STATE?

4. IF YOU COULD HAVE ANY WISH, WHAT WOULD YOU WISH FOR?

5. HOW DO YOU SPEND YOUR VACATIONS?

6. WHAT WOULD YOU MOST LIKE TO SEE CHANGED IN OUR COMMUNITY? IN OUR STATE? IN OUR NATION?

7. WHERE DO YOU LIKE TO EAT OUT IN THIS COMMUNITY?

WHY NOT WRITE YOUR OWN QUESTIONS BELOW

8. _____

_____

9. _____

_____

10. _____

_____

c 1977 CTIR

Handout 13

STARTING POINTS

THINK OF SOME PLACES IN YOUR COMMUNITY

A PLACE WITH A HISTORY

A PLACE WHERE SOMETHING IS MADE

A PLACE WHERE YOU FEEL COMFORTABLE

A PLACE WITH ANIMALS

A PLACE WHERE YOU FEEL SAD

A PLACE WHERE PEOPLE ARE HELPED

A PRETTY PLACE

AN UGLY PLACE

AN EXPENSIVE PLACE

A NEW PLACE NEXT TO AN OLD PLACE

A PLACE YOU HAVE NEVER BEEN

A PLACE THAT WASN'T THERE A MONTH AGO

A PLACE TO PLAY

A PLACE TO WORK

Communicate these places to the class. You could use pictures, maps, drawings, photgraphs and artifacts. Try to explain the reasons why you chose each item.

DO THE SAME THING FOR YOUR STATE. IS THIS HARDER OR EASIER TO DO?

★ Finally,,,,,,,,,,,,,

If you were going to be in charge of placing a monument in your community, what would the monument look like and where would you put it? Share your ideas with the rest of the class.

c 1977 CTIR

Handout 14

CONNECTING

HOW IS YOUR COMMUNITY LIKE A

CAMERA
FACTORY
MERRY GO ROUND
ORCHESTRA
FARM

Use your imagination.... Express your "connections" any way you want.

SOME SUGGESTIONS:::: A drawing, picture, collage, newspaper story, skit, poem, cartoon, speech, interview, etc.....

Next:

IF NEW MEXICO IS LIKE A FACTORY, what part of the factory is your community?

IF NEW MEXICO IS LIKE A MOVIE, what part would your community play in the film?

IF NEW MEXICO IS LIKE A STORE, what would your community sell?

IF NEW MEXICO IS LIKE A STEW, what ingredient would your community be?

WHY NOT WRITE SOME OF YOUR OWN CONNECTIONS ********

c 1977 CTIR

Students get involved in hot air balloon activities and learn how hot air balloons operate.

Title: BALLOONS OVER ALBUQUERQUE

Introduction: Everyday the people of New Mexico participate in events that will one day be written in the history books. The Albuquerque balloon festival is one of those events. The appearance of hundreds of hot air balloons in the fall sky over the city is now an expected and welcomed sight to the people of Albuquerque. The event will be remembered. It is colorful, different, and exciting to participant and spectator alike. It is both sport and celebration. As an event, it captures the spirit of New Mexico. In this set of activities, students learn about the balloons by participating in a number of activities involving coloring, writing, and watching.

Objectives:

To understand how the hot air balloon operates.

To get involved in activities related to the hot air balloon festival.

Activity 1: Balloon Designs

Grade Level: K-8

Time: 30 minutes to one hour

Materials: Crayons, coloring pencils, or pens
Handout 15

Procedure:

Step 1. Ask students to draw a hot air balloon. Ask them to make sure they include people in the balloon.

Step 2. Hand out the balloon drawing, handout 15 to each student. Ask them how closely their picture resembles the handout. Were their people too big or too small? Did they think that the balloon was as big as it is? Have the students ever seen one of the balloons or ridden in one?

Step 3. Ask students to color a design on the balloon. If you have a program from a balloon festival, it will give the students some ideas for their designs. Then, display all the balloons.

Step 4. Have a contest and see which design is the favorite.

Activity 2: Balloon Stories

Grade Level: 2-8

Time: One hour

Materials: Balloon handout 15 for each student.

Procedure:

Step 1. Have students write a story about an imaginary flight in the balloon shown on their drawing. The story should begin at the balloon festival in Albuquerque, which is held in October each year. Where the students go from there is up to their imagination.

Step 2. Read the stories to the class or let the students read their own. How are the stories similar and how are they different? Which is the most believable story, the funniest, the scariest?

Activity 3: Balloon Events

Grade Level: 2-8

Time: 30 to 50 minutes

Materials: Handout 16 on balloon games for each student

Procedure:

Step 1. Mention to the students that the participants do more than fly their balloons at the balloon festival. They participate in competitive events or games.

Step 2. Hand out the description of the three events that are typical at the Albuquerque balloon festival. Go over each one.

Step 3. Have the students think of other games that could be played with the balloons. Encourage the students to use their imaginations. It's best to have students work in pairs or trios and present their event to the entire class.

Step 4. If the ideas sound good, send them to the Albuquerque Chamber of Commerce and encourage them to try the events at their next balloon festival.

Activity 4: Balloon Watchers Guide

Grade Level: 3-8

Time: 20 minutes

Materials: Copies of handout 17 Balloon Watchers Guide, for each student.

Procedure:

Step 1. Ask students to think for a moment that they own a balloon and are participating at the balloon festival. As they may know, the spectators can walk around and among the balloons and balloonists. Have them suggest rules that they would like the spectators to follow while watching the balloon festival.

Step 2. Pass out the handout. Encourage students to read about the hints and have students discuss any of their personal experiences at the balloon festival. What happened if someone broke the rules? Which rule do the students think is the most important to the balloonists as they prepare their balloons?

Activity 5: Flying Machines

Grade Level: 1-8

Time: 15 to 30 minutes

Procedure:

Step 1. Ask students to think of as many things that fly as they can. If necessary, give them a few ideas to begin with, but let them brainstorm as many as possible. Mention that people have always been fascinated with flight and it is one reason that many people are attracted to the balloons. See list on next page.

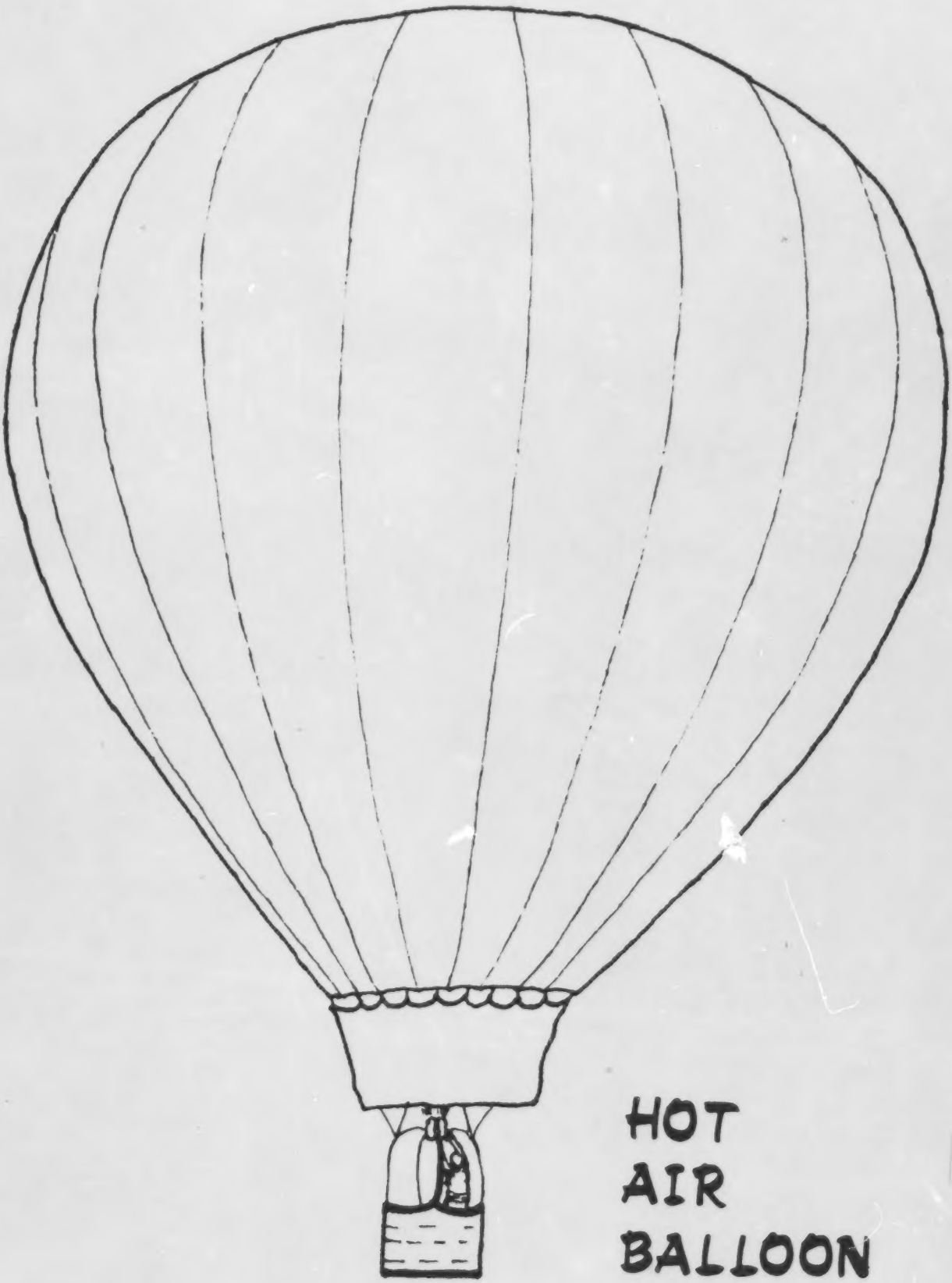
Step 2. After students have brainstormd a list of things that fly, have them find a good picture of that item and trace it on poster board, using the opage projector to enlarge the picture. Have students color the posters and hang them around the room.

Step 3. Discuss the human fascination with flying with the students. Have students relate stories of real or imagined flights. Have them discuss the fact that history records human attempts to fly and it always will.

List of Things That Fly

Kite
Handgliders
Birds
Wise Old Owl
Flying Fish
Superman
The Wishing Witch
Starship Enterprise
Jonathan Livingston Seagul
Old Mother Goose
Cupid
Tinkerbell
Icarus
Derigible
Dumbo
Nadia Comenici
Flying Horse
Flying Trapeze
Space Shuttle
Pterodactyl
WWII Flying Ace--Snoopy
Flying Carpet
Fly Ball
Angel
"Time Flies"
Eagles
Helicopter
Ghosts
Balloons
Leaves in the Wind
Snowflakes
Flying Saucer
Flags

c 1977 CTIR



HOT
AIR
BALLOON

59

c 1977 CTIR

Handout 16

BALLOON EVENTS

ROADRUNNER

In this event one balloon takes off before the other balloons. The other balloon pilots know this is the roadrunner because the lead balloon lights a bright colored flare as it ascends in the sky. The object is for the other balloon to follow the roadrunner as closely as possible. The roadrunner of course is trying to evade or get away from the balloons. The balloon that lands closest to the roadrunner balloon is the winner. Sounds like fun, doesn't it.

TUMBLEWEED

In this event the pilots of each balloon are trying to test their accuracy in hitting a target. As each pilot lift off he or she carries a tumbleweed in the gondola. When the balloon reaches a designated elevation, the pilot steers the balloon into position to drop the tumbleweed as close to the X that has been drawn on the ground. This is not always easy to do because of the wind which can toss the tumbleweed in many directions. The winner is the pilot that drops the tumbleweed closest to the X.

21

Another event combines accuracy with skill and a little luck besides. In this event the field is marked into squares. Each square has a different number. Each pilot gets three drops using a tumbleweed or other object. The object is to score 21 points with three drops. If the total points of three drops is not 21, the pilot whose score is closest to 21 wins.

3	9	7	12	8
4	2	3	1	6
11	6	11	4	5
8	9	5	7	11

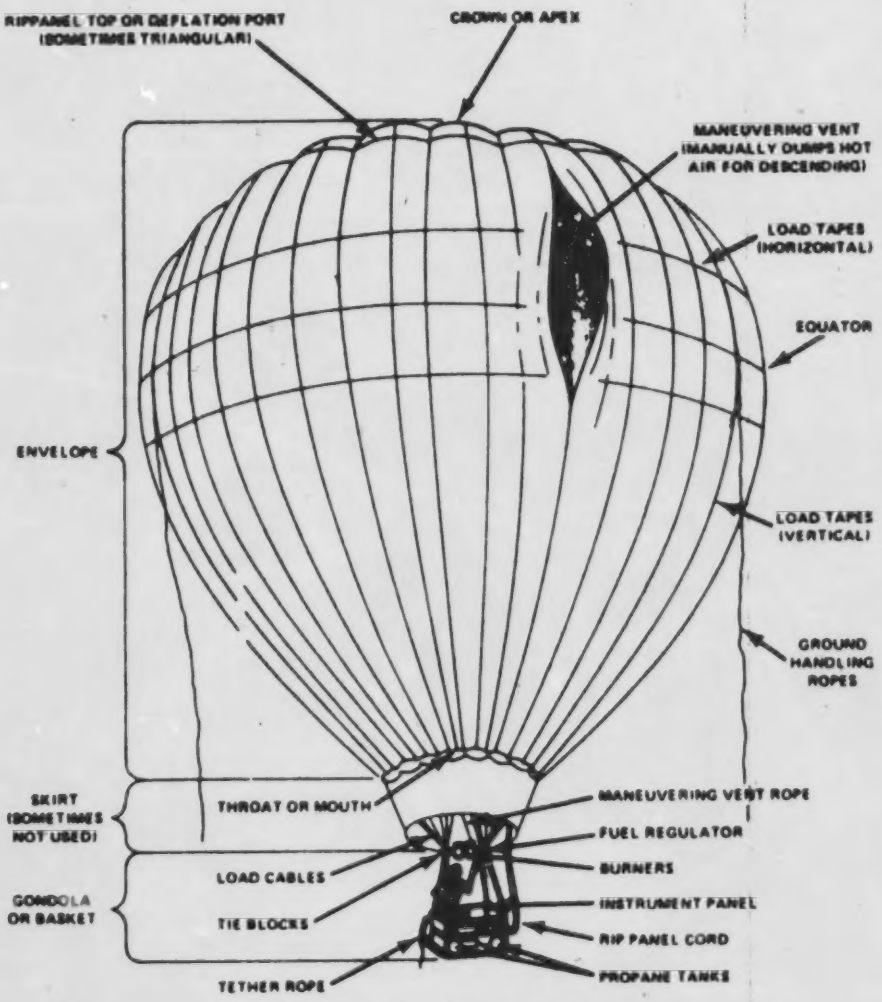
THINK ABOUT THE GAMES YOU PLAY. COULD THEY BE PLAYED IN THESE BALLOONS?

USE THE BACK OF THIS PAGE TO DESCRIBE A GAME OR EVENT THAT YOU WOULD LIKE TO SEE THE BALLOONIST TRY AT ONE OF THEIR FESTIVALS.

c 1977 CTIR

Handout 17

Balloon Watchers' Guide



Here's how it works

1. Keep your feet off the balloons.
2. Buy a program so you know what's up.
3. Bring a camera and lots of extra film.
4. Wear old warm clothes and comfortable shoes or boots.
5. Keep your big feet off the balloons.
6. Assist only when asked LOUDLY by the pilot.
7. Get a full tank of gas before the race.
8. Keep one eye on the road and the other on the balloon.
9. And keep your grubby feet off the balloons.
10. When running after balloons, keep a sharp lookout for arroyos and rattlesnacks.
11. Please give the balloons the right of way.
12. Please don't drive thru the farmer's corn field.
13. Please don't knock down the fences.
14. Don't smoke around the balloons especially when refueling.
15. KEEP YOUR FEET OFF THE BEAUTIFUL BALLOONS!

From Albuquerque News (October, 1976)

c 1977 CTIR

SECTION 3

NEW MEXICO CULTURE

Students cook different breads and discuss the similarities and differences.

Title: BAKING BREAD

Introduction: This activity gives students the opportunity to participate in an activity that is an important part of life for every cultural group in New Mexico. Bread in some form is a basic food product for all of us. The types of breads and their ingredients are the results of many years of trial and error. By baking some different breads, students will be able to identify some of the similarities and differences of the breads eaten in New Mexico.

Objectives:

To cook and eat some bread that students have never cooked and eaten before.

To appreciate the diverse ways that people in New Mexico have developed to cook and prepare their bread.

Grade Level: 1-8

Time: One hour to shop and obtain supplies
One hour to 1½ hours to cook and eat the bread
20 minutes for class discussion

Materials: All necessary items for cooking will need to be obtained.
Recipes for different breads will have to be located.
Copies of handout 18, New Mexico Breads, for each student.

Procedure:

Step 1. Begin discussion by asking the students what kinds of bread they eat at home. List all the different breads on the board or overhead projector. A wide variety of answers should be accepted--many breads are not made with yeast, such as biscuits and muffins. Crackers, tortillas, and fry bread count too.

Step 2. Ask the students to bring in old bread wrappers or containers and recipes from home for different breads. Ask the students where they think the recipes for these breads came from. Were most of them invented in the state of New Mexico? (Responses you may get or suggest include French bread from France, tortillas from Mexico, corn bread from the U.S. South, English muffins from England, rye bread from Central and Eastern Europe, fry bread from the Navajo, and sopapillas from New Mexico itself.)

Remember that these are only guesses about origins and many may be incorrect. Interested students could do research on such a question. IF STUDENTS ARE NOT OLD ENOUGH TO GUESS THE LOCATIONS, YOU MAY NEED TO MAKE A PRESENTATION OR A MATCHING GAME.

Step 3. Discuss why people eat so many different kinds of bread in this state. What effect has the state's history had on the breads people eat?

Step 4. Distribute handout 18 to the students. Add any recipes students brought to class that should be on the list. Choose a bread to fix for the class. Buy the materials and fix the bread in class.

Step 5. Discuss these questions:
How do the breads compare?
How are they similar and how are they different?
Which do you like?
Which would you try again?

Follow-up:

1. Bring people who fix these breads all the time to class to cook them. This way, students will get a better idea of the taste and can make an evaluation based on a good example.

2. Have students cook these breads for their families and report the results to the class. How did their families like the breads?

Handout 18

Three New Mexico Breads

Yeast Sopapillas

Yield: 4 dozen medium sopaipillas
Temperature: 420 degrees F.
They freeze well

- 4 cups sifted flour
- 1½ teaspoons salt
- 1 teaspoon baking powder
- 1 tablespoon sugar
- 1 tablespoon shortening
- 1 package active dry yeast
- ¼ cup warm water
- 1¼ cups (approximately) scalded milk, cooled
- liquid shortening

Combine dry ingredients and cut in shortening. Dissolve yeast in lukewarm water and add to scalded milk. Make a well in center of dry ingredients. Add liquid to dry ingredients and work into dough. Knead dough 15 to 20 times and set aside for approximately 10 minutes. Add liquid shortening to skillet and preheat to 420 degrees F. Roll dough to ¼ inch thickness or slightly thinner, then cut in squares or triangles. Fry a few at a time at 420 degrees F. If the fat is hot, the sopapillas will puff up and become hollow shortly after being in the fat. Drain sopapillas on any absorbent towels and serve as a bread. They are especially good served with honey.

Tortillas De Harina
(White Flour Tortillas)

Yield: 8-12 tortillas
Temperature: 420 degrees - 450 degrees F.
Cooking time: 2½ to 3 minutes
They freeze well

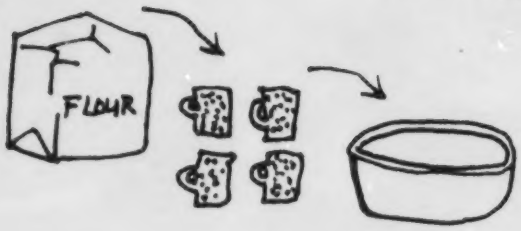
- 4 cups all-purpose flour
- 2 teaspoons salt
- 2 teaspoons baking powder
- 4 tablespoons shortening
- 1½ cup warm water, approximately

Combine dry ingredients, then cut shortening into dry ingredients with a pastry blender. Add warm water, a few drops at a time, and work dough with hands until managable. Knead dough 15 to 20 times, then allow to stand for 10 minutes. Form dough into balls the size of an egg, then roll them out until they are six inches in diameter. Place each tortilla on a hot griddle and cook for about two minutes on one side. Turn to other side and cook one minute longer or until done. Serve as a bread with a New Mexican menu.

c 1977 CTIR

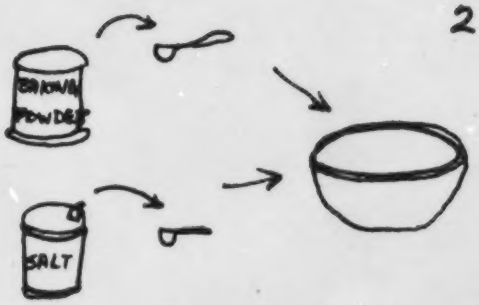
FRY BREAD

1



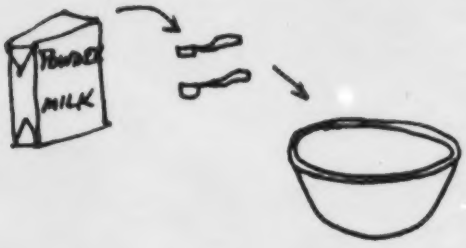
Put 4 cups flour in a bowl.

2.



Add 1 tbls. baking powder and 1 tsp. salt.

3.



Add 2 tbls. powdered milk.

4.

Mix all together.

5.

Pour 1½ cup warm water and mix.

6.

Mix it with your hand until soft.

7.

Then, take a ball of soft dough. Pat back and forth and pull until flat and round.

8.

Melt 1 cup lard in pan. Put it in hot fat; turn until brown on both sides.

c 1977 CTIR

Students gather data about themselves and others in New Mexico regarding life styles.

Title: LIFE STYLES IN NEW MEXICO TODAY*

Introduction: Today, as in the past, New Mexico is a place where you will find people who have very different life styles. An individual can meet and interact with people who do different interesting things with their lives. Students have already looked at the life style of people in the state's past; however, this activity gives them the opportunity to look at the life styles of present-day New Mexicans who are their own age.

Objectives:

To give students the opportunity to gather data about student life styles in other parts of the state.

To discuss the many explanations that might account for the similarities and differences in the life styles of students in the class and around the state.

Grade Level: 3-8

Time: Two to three hours over two to three days

Materials: Handout 19, My Life Style
Information about addresses of schools around the state. A good source is the New Mexico Educational Directory which should be available in your school district, or write to the State Department of Education in Santa Fe for a copy.

Procedure:

Step 1. Distribute handout 19, My Life Style, to each student. Ask students to fill in the information. Students may need to take the sheet home for help from their parents.

*Adapted from Colorado

Step 2. Take time to discuss all the items with the class. Encourage students to note similarities and differences among themselves, and spend some time trying to get students to explain these similarities and differences.

USE DISCRETION IN CONDUCTING THE DISCUSSION--AVOID MAKING FUN OF UNIQUE DIFFERENCES.

Step 3. Using resources available to you, pick out five cities around the state and list the addresses of one school in each town that you can write to for information. Try to get a variety of schools which have the same age-level students as those in your class. Write the names of the schools, addresses, cities, and zip codes of the five schools you have chosen. If possible, involve the students in the decisions about what towns to write to. That way students can share any expectations they might have.

Step 4. Run off about 10 copies of handout 19, My Life Style, for each of the five schools. Address enveloped to the grade level in the school from which you would like responses to the questionnaires. In the envelopes, enclose the handouts and a letter similar to the following one:

> Dear fellow 3rd grade teacher,
>
> In our class study of New Mexico, we are looking at life styles today in New Mexico. Enclosed you will find 10 forms that we would like 10 of your students to fill out and return to us. Then, we can compare their responses with our own responses to the forms.
>
> If you can identify the cultural group of the respondents, that would be helpful in making our comparisons and in understanding the diverse life styles found today in New Mexico.
>
> Thank you for your cooperation.
>
> Sincerely,

Step 5. When you get the forms back from the schools, pass them around the class so students can read them. Then make some wall charts showing how the people from the towns responded. Also, make a chart(s) for the class.

Step 6. After students have completed the charts, discuss these questions:

a. Look at the information on our charts. Is everyone in New Mexico our age like us?
b. How are other young people similar to some of us? How are they different?

c. Give some reasons that would explain why people have different life styles in this state.
d. Which of the life style practices of other people would you like to try?
e. Why do people who settled in New Mexico have different life styles?
f. Is there a "typical" New Mexico life style? Should there be, if there isn't one now?

69

Handout 19

MY LIFE STYLE

NAME: _____

SCHOOL: _____

TOWN: _____

Home:

My home is made of

_____

Family's Jobs:

Members of my family do these jobs

_____

When I come home, I

_____

Food:

My three favorite foods are

_____

The meal my family makes most is

_____

Having Fun:

My favorite thing to do is

_____

When the whole family gets together, we

_____

c 1977 CTIR

The Town:

The best thing about living in this town is

_____

This town was started because

_____

Religion:

To our family, religion is

_____

I participate in these religious events

_____

c 1977 CTIR

Students examine and match English translations with Spanish proverbs (dichos), then use the dichos in two or three activities.

Title: DICHOS

Introduction: An examination of any part of a culture will yield information about that culture. The culture of the Spanish who settled in New Mexico and lived in the state for over 300 years is reflected in their folk sayings (dichos). Many of the sayings, and there are hundreds, speak about the morals that should be practiced, and many sayings simply document aspects of daily living during the time the sayings were used. In this activity, students examine some selected dichos which comment on Spanish colonial life in New Mexico.

Objectives:

To better understand the values of Spanish colonial people by examining their sayings.

To translate English and Spanish in a matching activity.

To explore the use of proverbs for transmitting culture and cultural values.

Grade Level: 3-8

Time: 15 minutes for matching sayings
30-50 minutes for activities

Materials: Handout 20, Dichos, for each student
Handout 21, Activities for Dichos, for each student

Procedure:

Step 1. Ask students to mention some popular proverbs that they often hear from parents and friends, such as "A penny saved is a penny earned." Tell the class that you want them to see what they can learn about the Spanish people who lived in New Mexico in the past by studying their proverbs (dichos).

Step 2. Distribute handout 20, Dichos, to every student. Have them try to match the Spanish sayings with their English translations. If necessary, give the students some one-word clues.
Examples: casa = house
santo = saint
Mention the fact that some of the original meaning is lost in translation. If Spanish-speaking students are in the class and are willing to give other translations and meanings, encourage them to do so.

Step 3. Go over each dicho, asking students to explain the dicho and its meaning in their own words.

a. Are any of the dichos similar to proverbs that students have grown up with?
b. What living conditions can the students describe that would have accounted for some of the sayings? Have some of these conditions changed?

Step 4. Distribute handout 21 to the students. Encourage them to do one or two of the suggested activities.

Follow-up:

1. Look for more dichos. Write these on poster paper with accompanying artwork. Post them around the room.

2. Make up your own sayings.

3. Have students find a dicho, if possible, that is similar to the sayings they have been exposed to.

4. Invite someone who uses these dichos or who is very familiar with them to speak to the class about the influence of these sayings on Spanish values and practices.

Handout 20

DICHOS

From Spanish Folk Life and Art in New Mexico

1. Dias de Más. Dias de menos.
2. No se puede replicar y en la procesión estar.
3. A cada santo se le llega su función.
4. No juzgues al hombre por su vestido. Dios hizo el uno, el sastre el otro.
5. Oro es lo que oro vale.
6. Al amigo y al caballo, no cansarlos.
7. Mi casa es su casa.
8. El que con niños se acuesta, amanece bien mojado.
9. Lo que viene volando, volando se va.
10. Quien canta, sus males espanta.

_____ Gold is what gold is worth.

_____ Each saint has his day.

_____ Days of plenty, days of want.

_____ He who sings, chases the blues away.

_____ He who sleeps with children wakes up sopping wet.

_____ You can't ring the church bells and take part in the procession.

_____ Tire out neither your friend nor your horse.

_____ Easy come, easy go.

_____ Don't judge a man by his clothing. God made the one, the tailor the other.

_____ My house is your house.

c 1977 CTIR

Handout 21

ACTIVITIES FOR SPANISH PROVERBS (DICHOS)

1. Take one or more dichos and illustrate, or use some art form, to express what it means to you.

2. Develop a proverb or saying that may describe room or group rules, or rules at home.

3. Select a few dichos. See if you can find photographs which match them.

4. Locate sayings from other groups of people that might mean the same thing as the first saying you selected.

5. Choose one or two proverbs. Discuss the proverbs (individually or in a group) as each person perceives it.

6. Choose a proverb. Have a volunteer (or group) act it out (charades). The rest of the group tries to discover which proverb it is. A list of proverbs could be given to the class, or written on the chalkboard.

7. Select your favorite proverb. Tell why you selected it and how it has helped/hindered you (if it has).

8. Give your definition of what a proverb is and how it is used, or how it could be used, to make life easier.

c 1977 CTIR

Students create an alphabet using people, places, and events from the many cultures and the vast history of New Mexico.

Title: NEW MEXICO ALPHABET

Introduction: You can find everything in New Mexico from A to Z. To prove how culturally varied and historically rich New Mexico is, students create an alphabet using an event, custom, or place related to New Mexico as an example for each letter.

Objectives:

To develop an alphabet using events, people, or places from the cultures or history of New Mexico.

To use a game to familiarize students with the culture and history of New Mexico.

Grade Level: 1-8

Time: Two hours over a two or three day period

Materials: New Mexico magazines, newspapers, books on New Mexico history and culture
Copies of handout 22, New Mexico Alphabet, for every student

Procedure:

Step 1. Tell students that they are going to work together in pairs to document the variety of different cultures in New Mexico. Ask the students to make a list of as many different groups of people as they can think of who reside in New Mexico, past or present. (This list will contain many different cultural groups, such as Indian, Mexican, Spanish colonial, Anglo, Black, Morman, other religious groups, and cowboy cultures.)

Step 2. Have pairs of students explore the resources you have provided to find terms that represent something about any of these groups. Selected words must begin with the letter A, the letter B, the letter C, and so on to the letter Z.

Step 3. Using this information and pictures or drawings, have students fill in handout 22, New Mexico Alphabet.

NOTE: If it is necessary to save time, larger groups can work on this project, making it necessary for each student to find only five or six letters.

Follow-up:

1. Each day, words for different letter could be read aloud to the class using examples from the different groups.

2. A large wall alphabet could be made.

3. Different rules could be used to make more alphabets. For example, each letter would have to stand for an important person in the history of New Mexico.

Handout 22

A New Mexico Alphabet

In each space, complete the statement by giving an example of how the chosen word relates to a cultural group in New Mexico.

a is for _____: _____

_____

_____

_____

b is for _____: _____

_____

_____

_____

c is for _____: _____

_____

_____

_____

d is for _____: _____

_____

_____

_____

e is for _____: _____

_____

_____

_____

f is for _____: _____

_____

_____

c 1977 CTIR

g is for _____: _____

h is for _____: _____

i is for _____: _____

j is for _____: _____

k is for _____: _____

l is for _____: _____

m is for _____: _____

c 1977 CTIR

n is for _____: _____

O is for _____: _____

p is for _____: _____

q is for _____: _____

r is for _____: _____

S is for _____: _____

t is for _____: _____

c 1977 CTIR

U is for _____: _____

_____

_____

_____

V is for _____: _____

_____

_____

_____

W is for _____: _____

_____

_____

_____

X is for _____: _____

_____

_____

_____

y is for _____: _____

_____

_____

_____

Z is for _____: _____

_____

_____

_____

81

c 1977 CTIR

Students use a word list developed by a cowboy and make some hypotheses about cowboy and cowgirl life in both New Mexico's past and present.

Title: COWLAND GLOSSARY

Introduction: Every cultural group has its particular language. This is true even if the language is the dominate language, as in the case of English for most Americans. These special words and terms reflect the daily life and values of a group. In this activity, students examine a word list of terms frequently used by cowboys and cowgirls in New Mexico. Students make some tentative statements about life for these people and note those terms that are familiar to them.

Objectives:

To give students practice at making hypotheses from simple data.

To examine a cultural group by examining their artifacts, in this case their language.

Grade Level: 2-8

Time: 30-50 minutes

Materials: Copies of handout 23, Cowland Glossary, for each student in the class

Procedure:

There are many activities that can be based around such a word list. The procedure section consists of five separate suggestions for use of the list in class. Handout 23 contains the list of words and meanings.

Suggestion 1:

Step 1. Have students read the word list. Make it the task of the class to understand each and every term if possible. You can draw items to help people "picture" the term. You may have to interview some people who consider themselves to be cowboys or cowgirls today.

Step 2. Have each student write a one-page story that hypothetically could have taken place about 1880, using at least seven words from the list in the story.

Suggestion 2:

Step 1. Have all the students read the list and circle the words they use or have heard other people use.

Step 2. Do the terms students have heard before still mean the same things they meant as recorded on the list? What could account for any similarities? What could account for any differences?

Step 3. Which terms are hard to understand because the object, event, or place referred to no longer exists, is no longer used, or is used seldomly? Some examples are Culls, or Hog-leg. Have the students suggest two or three more reasons that would explain why many of the words are unfamiliar to them. Possible responses include, "Don't hang around horses or use Spanish." "These are slang terms used in the past." "Have no need to know these terms."

Suggestion 3:

Step 1. Have the students choose five words from the list. Have them ask other people at home and in their neighborhood to define the selected words for them as part of a class survey.

Step 2. Read the results of each survey to the class. Do adults know the terms? What did they think the words meant?

Step 3. Tell students to return to each person they interviewed and tell them what the terms mean and explain that they were trying to find out how well the terms are still understood by New Mexicans.

Suggestion 4:

Step 1. Write 15 or 20 of the words on the chalkboard and tell the students to define as many of the terms as possible. Mention to the class that all of these terms were used frequently by people who were considered to be cowpokes during the 1880s to 1900s.

Step 2. Hand out the word list with meanings and let students check their papers to discover who got the most right answers. Discuss with the class the reasons that would explain why students know some words and not others, and why some students got more right meanings than others. Responses could be based on past experience, interests, and exposure to certain people, stories, or words.

Suggestion 5:

Step 1. Distribute handout 23 and ask the students to make 5-10 statements about the daily life of the people who used these terms. (Younger students could draw pictures.)

Step 2. a. Ask the students if they think the people who used these terms could have lived in New Mexico. Have them give reasons.

b. Ask the students if they think people living in New Mexico today might use these terms. Which ones? Have students give reasons why they think these terms are used today.

Step 3. After students share some of their guesses about the daily life of the people who use the terms, have them pick four or five that they would like to learn more about.

Step 4. Mention that the words were used by people in New Mexico in the past.

a. Ask them to guess how far back in the past the terms were used. Have them support their ideas with information from the word list.
b. Ask them how many people used the terms. Give support for answers.
c. Ask them how many people were men and women. Support.
d. Ask them if these people would be called cowboys. Support.

Step 5. Give the students time to try to find out if the four or five statements they picked to explore are true. Library books, speakers, pictures, and films are good sources for trying to determine if the statements are true and accurate. Share results of the inquiry in a week or two. Mention to the class that they will be collecting new information about these people all the time and that their statements will change with this new information.

Handout 23

Cowland Glossary

Air tights: Canned goods.

Auger: To talk.

Alkalied: Acclimated to the country.

Angoras: Chaps made of goatskin.

Apple: Saddle horn.

An Arbuckle: A green hand.

Brasada: Brush country covered with mesquite.

Baquero "Vacaquero": A cow puncher.

Bronco: An untamed horse.

Buckaroo: A cowpuncher.

Baile: A dance.

Bedded him down: Killed him.

Biscuit-shooter: A waitress.

Bosal: Nose band.

Bad man: Outlaw.

Boys: Cowboys or hands on a ranch.

Bucking: A horse trying to unseat a rider.

Cabresto: A rope.

Corral: A pen or enclosure.

Critter: An man or beast.

Cut-out: To separate animals from a herd.

Campo Santo: Cemetery

Cheekin: To grab a horse by headstall of bridle.

Chuck: Food of any kind.

Cimaron: A human, an animal of any kind who runs by himself.

85

c 1977 CTIR

Converter: A minister of the Gospel.

Cow-sense: A man who is level-headed.

Cutter: A six-shooter.

Dab: To throw your rope on something.

Dough-wrangler: Cook.

Drags: Cattle in the tail end of the herd.

Dry-gulch: To waylay and kill a man.

Equalizer: A gun.

Fluff-duffs: Fancy food.

Fox-fire: The light which on certain nights seems to show on the point of cows' ears, horns, and tails.

Fuzz-tails: Range horses or mares.

Gypping: Fooling or deceiving.

Grappling-irons: A pair of spurs.

Gut-hooks: Spurs.

Hay-shoveler: Farmer.

Hobbled: To fasten two of an animal's legs together.

Hoe-down: A dance.

Hog-leg: A six-shooter.

Hornswoggling: When a steer throws a rope off his neck or horns.

Hull: A saddle.

Jackpot: In a difficulty.

Juice, bug: Liquor, tarantula juice.

Lariat: A rope.

Levis: A popular brand of overalls.

Llano: A plain.

Lungs, airin' his: Cussing

c 1977 CTIR

86

Markers: A noticeable animal, through its color.

Maverick: An unbranded, unclaimed animal.

Milling: Cattle running in a circle.

Montura: A saddle.

Moros: Horse of bluish color.

Moss-back: An old-timer.

87
c 1977 CTIR

Here are several activities involving postcards.

Title: POSTCARD IMAGES OF NEW MEXICO*

Introduction: Postcards present common tourist images of New Mexico. The pictures found on postcards depict places of interest to the traveler. Quite often, the data on postcards results in people overgeneralizing about a state, and postcards about New Mexico are rich in cultural and geographic stereotypes. Yet, postcards can be a valuable resource in the classroom. They can be used to examine stereotypes about the state and students can explore their own images of New Mexico by comparing what they know with the data that can be found on the postcards. Because of the visual presentation of postcards, they are an excellent source for creative writing, categorizing, and other student activities. The following activities give the teacher a number of useful ways to explore student images of New Mexico using postcards.

Objectives:

To document and explore student images of New Mexico using postcards.

To increase student ability to categorize, analyze, and evaluate visual data.

To document common tourist images and stereotypes about New Mexico.

Grade Level: 1-8

Time: Varies with each suggestion

Materials: Collection of New Mexico postcards provided with this book. More can be obtained at drug stores. Other needed materials are described under each activity. Handout 24 is an example.

Activity 1: Postcards and Tourists

Step 1. This activity includes some background reading for the teacher. The article, Welcome to the Land of Enchantment, Tourist Images

*This activity was developed by Gary Smith, George Otero, and H. Thomas Collins.

Past and Present, is written by Chris Wilson while working with the Museum of Albuquerque. It gives a good history of the postcard and its role in determining the images of a state held by those within and without its boundaries.

Step 2. After reading the article, have students examine a postcard. Ask them what postcards are used for? Support their answers with information from the reading.

Step 3. Ask the students how they would decide what postcard to send to someone if he is only visiting New Mexico. Again, mention the kinds of postcards that have been popular in the past. Do students have examples of scenery cards, funny cards, national parks and monuments, unique homes, places, events, or Indians?

Activity 2: Write a Story

Step 1. This is a creative writing assignment. Simply pass out one postcard to each student.

Step 2. Ask students to write a story based on their postcards.

Step 3. Ask students to share stories.

Step 4. Some points you might want to emphasize are:
a. Does your story have a title, beginning, body, and conclusion?
b. What personal experiences motivated the writing of your story?
c. Have you been to the place on your postcard?
d. If so, did that experience influence your story?
e. What kinds of pictures are used in postcards? Why?

Activity 3: Write a Story. Version 2

Step 1. Pass out one postcard to each student.

Step 2. Ask students to look at their postcards and write stories about them. Each story should have a title.

Step 3. Allow students to write for about four minutes. Then, say STOP! Students should stop writing wherever they are in their stories.

Step 4. Tell students to trade postcards with each other. The, ask them to continue their stories using their newly acquired postcards.

Repeat Step 3.

Step 5. Tell students to trade postcards again. Then, ask them to continue their stories and write a conclusion with their present card.

Step 6. Discussion:
a. Ask students to share their stories.
b. Does your story have a title, beginning, body, and conclusion?
c. What personal experiences motivated the writing of your story?

89

d. Have you been to the place on your postcard?
e. If so, did that experience influence your story?
f. What kinds of pictures are used in postcards? Why?

Activity 4: Categories

Step 1. Give each student a postcard.

Step 2. Ask students to move around the room and place the postcards in any category they wish.

Step 3. Ask what categories they created and have groups show which postcards they placed in the categories.

Step 4. Next, ask students to create completely different categories and move into these new categories with their postcards.

Step 5. Again, ask what categories were created and which postcards were placed in these categories.

Step 6. Discussion:
a. What is a category?
b. What other categories could be created?
c. How did you decide which categories to choose?
d. Which category interested you most?
e. Which categories would be most useful to you in learning about New Mexico?
f. Which categories contain stereotyped views of New Mexico?

Activity 5: Selecting Pictures for a Book

Step 1. Tell students that they are to act as if they are a committee deciding what pictures of New Mexico are to be included in a book to be read by people in other states. From the packet of postcards, they are to choose three (only three!) to include in the book. In other words, "Which three pictures best represent New Mexico?"

Step 2. Allow about 10 minutes for group decision making. You might want to have students vote on rank ordering their choices.

Step 3. Ask what three postcards were chosen and why.

Step 4. Contact a group of students in another state. Send them the postcards and have them follow the same procedure as outlined in steps 1-3 above. Then, ask them to send back the postcards to your class, along with their responses.

Step 5. Discussion:
a. Compare the two group responses, your class and the out-of-state class. How do you account for any differences in choice?
b. From the activity, what are some outsiders' perceptions of New Mexico?

90

Activity 6: Mapping Postcards

Step 1. Give each student a postcard.

Step 2. Diagram or explain to students that the room represents New Mexico. Show them where a few key boundaries are. Use masking tape to mark boundaries.

Step 3. Have students place themselves in the room where their postcards are from. Tell students to make sure they check with other students to be sure they are in the right place, relative to the other postcards.

Step 4. Show the locations. Then, have students move around until everyone is satisfied with their locations.

Step 5. This same activity can be done with smaller maps. Have groups of students place a set of postcards on a real map of New Mexico. They will need to use their map-reading skills to do so.

Step 6. Discussion:
a. What areas of the state are not represented by our selection of postcards? How could we obtain more postcards?
b. Which part of the state has the most postcards? How can this be explained?
c. Take a section of the map that is vacant and design a postcard for that section.

Activity 7: Comparing Images

Step 1. Tell the students you would like them to choose five postcards to send to students in Nigeria to show them what life is like in New Mexico for young people.

Step 2. Have students explain their selections.

Step 3. Discuss these points with the class: Do the kids in Nigeria have the background to understand the postcards? Could they misunderstand the postcards? For example, they might think that <u>all</u> people dress like the Indians in the picture because they have not had any experience with New Mexico. They might think that a line of ristras are art objects, for instance. Point out that the Nigerian students are no different than we are. We do the same with their country--we take limited information and overgeneralize.

91

ADDITIONAL POSTCARD ACTIVITIES*

Students can pick postcards they think should be included in a brochure describing the state of New Mexico. Students could write slogans or captions for cards they choose.

Have students use postcards for creative writing. They are to pretend they are in a pictured area and what their lives might have been like 100 years ago. Share stories or display them around the room with matching cards displayed.

Have students write about feelings they might have about a particular postcard picture. Have them find a card they really like and one they really dislike. Have them express their positive and negative feelings.

Have students pick recreational areas from the group of postcards. Each student must choose a card and write a letter to a friend, attempting to convince the friend to go to that place for a vacation.

See previous activity instructions, except ask the student to write an advertisement that would entice people into going to that particular area.

Take one postcard and write a brief history of the area depicted. This activity would help students develop research skills.

Have one student hold up the postcards one at a time, and have the class write down the place the postcard pictures were taken.

Have students prepare a poem, music, or name of a song to go with each postcard.

Ask each student to choose three or four postcards of places they would like to visit, and tell why they chose the cards.

Ask students to write friends in other states to request postcards. Use the out-of-state postcards for activities regarding likenesses and differences of other parts of the country. This activity could also be used for categorizing items, such as climate and recreational facilities.

Ten Questions. Place students on opposite sides of a screen. One selects postcard from a group of cards categorized by mountain scenes, architecture, wildlife, etc. The second student prepares 10 questions that can be answered by "yes" or "no," such as "Do the mountains have snow on them?" and tries to identify the picture in 10 or less questions.

---

*These activities were compiled by participants in an inservice course titled "Teaching New Mexico History and Culture," held in Albuquerque, New Mexico.

92

Bingo. Points of Interest in New Mexico. Ditto a blank Bingo game board (25 squares--five down and five across, with the center square marked FREE) for each student. Select 50 postcards and write a brief description of each. Each student fills in at random the 24 open spaces of his or her board with 24 points of interest in New Mexico. A game leader puts the 50 descriptions in a deep box, mixed up. The game leader draws out (one at a time) and calls out the description of a New Mexico point of interest. Any student with the title on his or her board can X-out the square. When a student has 5 Xs (the FREE is included) in a line, in any direction, he says "Bingo." The winner becomes the new game leader. The first leader then takes over the winner's game board. The game can be played until someone has a blackout.

93

THE WORLD CAME THROUGH THE MAIL BOX ON A POSTCARD*

by

Chris Wilson

Postcards were a fad during the first fifteen years of this century in the United States. Postcard collecting was already widespread in Europe by the turn of the century. Collecting in America lagged somewhat behind because of postal regulations which treated postcards like letters--with the same postage and an entire side reserved for the address. Postage was reduced in 1902 and a message space was allowed on the address side in 1907. Many of the best cards of American scenes were printed in Germany and imported. Increasingly, as color lithography presses were brought from Germany, the cards were printed in the United States.

Picture postcards provided the first widespread distribution of color images of the distant wonders of the world. Many people became avid collectors, displayed their cards in albums, and joined collector's clubs. At the height of the collecting craze in about 1910, over one billion postcards were sold annually in this country.

Photography and Tourism

Both photography and mass tourism were developments of the 19th century. The Industrial Revolution had provided the necessary conditions for the rise of mass tourism: fast, comfortable transportation, areas free from disease and "savage" hostilities; a group of people with wealth and time to travel and a desire to see the wonders of the world. That same desire to see distant places contributed to the development and popularity of photography. It is not surprising that tourism and photography developed at the same time and

*From "Welcome to the Land of Enchantment: Tourist Images Past and Present," New Mexico Magazine (1977). Reprinted by permission of Chris Wilson.

c 1977 CTIR

were quickly combined. Only three months after the first photographic process, the Daguerreotype, was publicly revealed in 1839, photographers were traveling up the Nile training their lenses on the Egyptian pyramids.

Both tourism and photography were expensive at first. While a tour of the American West cost about $400 in 1880, a teacher could have expected a yearly income of only $200. For most people a stereographic view or postcard was as close to the great tourist attractions as they could get. Because of the cost of photographic equipment and the complexities of the chemical process, picture taking also remained beyond the average person's means. Cheap and easy photography became available only after the introduction of the Kodak camera in 1888.

During the 20th century, as affluence and leisure spread, the scale of tourism and the availability of photography increased. Taking snapshots and being a tourist became defining characteristics of the Middle Class.

Cultural Artifacts

In time, the postcard was eclipsed as the main purveyor of cultural images, first by the movies and illustrated magazines, and later by television. Much of the vitality of early imagery has been lost, and the cards no longer hold the unique interest they once had. However, they still reveal many of our basic attitudes about history, nature, and "primitive" peoples. In short, they are cultural artifacts.

Tourist attractions do not arise at random; they are chosen by society and reflect its interests and values. Postcards and promotional materials distill these values in visual form. As a result, they offer valuable insights into the contemporary "world view" much as religious paintings and symbolism reflect the mind of the Middle Ages.

95

Tourist Symbols

The symbols used in postcards are as familiar to us as religious symbols were to people of the Middle Ages. Paradise was signified in Christian imagery by the tree of knowledge, the serpent, and a man and a woman discreetly covered with fig leaves; in postcard paradises we find palm trees, glowing sunsets, and bathers on tropical beaches. While the Virgin Mary is recognizable by the halo above her head and the small child in her arms, a movie starlet is identifiable by her bathing suit and the group of photographers surrounding her.

It is less important that a postcard look exactly like what it represents than that it bring together all the significant details associated with the subject. One manifestation of this is that postcards often appeared staged. Another is that desired details from two negatives are often joined in one card: a scene of billowing clowds may be combined with another of Indian women baking bread in front of a pueblo. The printing process itself aids in the symbolic distillation by standardizing basic colors. The same shade of green for trees, brown for pueblos, and blue for skies appears in card after card.

Symbols often have meaning within their particular social context. However, a unique aspect of tourism is that as people from different cultures become involved in world travel and are brought into contact by better communications systems, they share an increasing number of common symbols.

Promotion of a Tourist Attraction

The development of a tourist attraction follows a recognizable course of identification, marking, and promotion. An attraction is selected and its interest is certified by a scholar or public relations man. A line is

c 1977 CTIR

96

drawn, sometimes in the form of a wall or fence, and the area enclosed declared of greater importance than the things around it. It is polished up, painted or restored, and its original character altered in the process. A vast system of markers is erected, not just road side markers, but also off-site markers such as guide books, postcards, slide shows, promotional pamphlets, even silk-screened T-shirts, to direct and entice potential visitors. Off-site markers create expectations about the nature and importance of the attraction, which prepare and condition the visitor for his contact with the sight. By taking a picture of it, the tourist endorses the value that has been placed on the attraction.

How New Mexicans See Each Other

In the early stages of the development of a tourist area, a summarizing name is selected--something like "The Wild West" or "The Dark Continent." New Mexico was referred to as "The Land of Sunshine" before its present name "The Land of Enchantment" was settled on.

Usually, as time passes, the images associated with an area become more detailed and accurate. New Mexico, however, has never been clearly defined for most Americans. Pueblo Indians are insufficiently differentiated from other American Indians in the minds of the average tourists. The Indians on many, if not a majority, of the state's postcards appear in Plains and Woodlands costumes. Also, many stereotypes associated with Mexico are confused with New Mexico.

Tourists come and go. News stories, TV programs, and interpersonal interaction help create and influence the stereotypes we have of one another. But unquestionably, tourist images have played and will continue to play a significant role in the way New Mexicans see themselves.

97
c 1977 CTIR

Questions to Consider

What role do tourist images play in attracting new residents to New Mexico?

Do new residents get beyond the stereotypes of the state's native residents that are found in tourist materials?

How are Indians affected by the images of Indians in movies and on postcards?

How much opportunity is there for personal interaction that might make our stereotypes of each other more accurate?

Does it make a difference that we carry around inaccurate images of each other?

Further Reading

Some of the ideas in this essay are from the following two books, which anyone interested in this subject will find useful and insightful.

Dean McCannell, The Tourist: A New Theory of the Leisure Class, Shocken Books, 1976.

Daniel J. Boorstin, The Image: A Guide to Pseudo-Events in America, Harper and Row, 1961.

c 1977 CTIR

98

SELECTED BIBLIOGRAPHY

The following books and resources are a few of the many materials that would be useful to someone teaching about New Mexico history. Each annotated selection is included because teachers have found the materials useful in their classrooms.

Background Sources

Anaya, Rudolfo A. Bless Me, Ultima. Quinto Sol Publications, 1972, 264 pages.

Already a classic about life in New Mexico, the author tells of the life of a young boy growing up in northeastern New Mexico.

Beck, Warren A. New Mexico, A History of Four Centuries. University of Oklahoma Press: Norman, Oklahoma, 1962, 362 pages.

A standard account of the history of New Mexico. Much of the book is written as a novel, making the transmission of facts and events more interesting at the expense of some historical accuracy.

Coles, Robert. The Old Ones of New Mexico. Anchor Press Doubleday: Garden City, New York, 1975, 104 pages.

Excellent descriptions of the lives of old people living in New Mexico. Fascinating portrayals of the strength, humor, sweat, and respect characteristic of these people and their families.

Jenkins, Myra Ellen, and Albert H. Schroeder. A Brief History of New Mexico. University of New Mexico Press: Albuquerque, New Mexico, 1974, 89 pages.

This is an excellent concise introduction to the history of New Mexico from beginning to end. Gives the teacher a background for further reading and study about the state.

Marriott, Alice. Maria: The Potter of San Ildefonso. University of Oklahoma Press: Norman, Oklahoma, 1948, 294 pages.

This is the story of one of the best known potters of the 20th century. Examines the daily life and values of a truly beautiful woman.

Sando, Joe S. The Pueblo Indians. The Indian Historical Press: San Francisco, 1976, 248 pages.

Good general coverage of the cultural similarities and differences between the Pueblo Indians.

Simmons, Marc. New Mexico, A History. W. W. Norton and Company: New York, 1977, 200 pages.

The book is based on this New Mexican historian's 25 years of studying the state. It represents a summary of those events and themes which for the author, seem most important in conveying a true sense of the state's rich and colorful history.

Curriculum Resources

Conciones y Juejos de Nuevo Mexico/Songs and Games of New Mexico. Edited by Dolores Gonzales. A. S. Barnes and Co., Inc.: Cranbury, New Jersey, 1974, 128 pages.

An excellent source of numerous games and songs in both Spanish and English for use at the elementary level. Games and songs reflect the culture and values of the Spanish-speaking people of the Southwest, both past and present.

New Mexico Magazine
Bataan Memorial Building
Santa Fe, New Mexico 87503
Subscription: $8.00 per year (subject to change)

This magazine is an excellent source of ideas for field trips, stories, and activities. Students can obtain copies at half price by writing the circulation department at the magazine office. Back issues are also available.

Indian Pueblo Cultural Center
2401 12th Street, N.W.
Albuquerque, New Mexico 87107

This center is operated by the Indian groups of northern New Mexico and has an excellent restaurant serving traditional foods. Arrangements for school trips can be made. Has a fine display expressing Indian art and cultures from the different pueblos.

El Palacio
Museum of New Mexico Press
P.O. Box 2087
Santa Fe, New Mexico 87503

This publication comes out four times a year with in-depth discussions of New Mexico history and culture. The information is accurate and many original sources are included which could be used to develop activities or enrich your background. Go to the library and examine back copies for ideas.

New Mexico, Land of Many Cultures, by Frank Reeve and Alice Ann Cleaveland. Pruett Publishing Company: Boulder, Colorado, 1969.

Textbook written especially for junior-high age group with a broad coverage. Written by local Albuquerque Public School personnel.

Southwestern Arts and Crafts Projects, by Nancy Krenz and Patricia Byrnes. The Sunstone Press, 1976.

Intended for ages 5-12. This book builds cultural appreciation by having students participate in workable art projects, using inexpensive and indigenous materials of the Southwest.

100

A Coloring Book of New Mexico Santos, compiled and illustrated by Al Chapman with an introduction by James J. Maldonado.

Written in both English and Spanish. The pictures can serve as an introduction to a part of the culture.

New Mexico, Land of Enchantment: Al Chapman's Historical Coloring Book, compiled and illustrated by Al Chapman. Southwest Savings and Loan Association, 403 W. Cordova Rd., Santa Fe, New Mexico.

This collection of coloring pictures captures many of the important historical events in New Mexico history. By writing to Southwest Savings and Loan, you can receive complimentary copies while they last.

A Guide to Public Lands in New Mexico, Department of the Interior, Bureau of Land Management. New Mexico recreation map.

Contains many colored keys of public lands in New Mexico. Decorative and informative for students.

Geologic Highway Map of New Mexico, compiled by the New Mexico Geological Society, 1961.

This map is excellent for recognizing the geological formations as you travel throughout New Mexico. A very colorful map. Available by mail from New Mexico Bureau of Mines and Mineral Resources, Campus Station, Soccorro, New Mexico. Also, over the counter at the State Bureau of Mines; Soccorro, New Mexico, or at the Geology Department, University of New Mexico; University of New Mexico; Albuquerque, New Mexico. Price: Over the counter or mailed (folded) $1.25; mailed (rolled) $1.50.

New Mexico Blue Book. Published each year by the Secretary of State.

This publication is like an almanac of the state. Government, recreation, media, schools, culture, and history are all documented in this volume. Numerous sets of addresses are included which could be used for student writing projects. To receive the current issue, contact the Secretary of State, Santa Fe, New Mexico, (505) 827-2717.

New Mexico Outdoors. New Mexico Department of Development, Tourist Division. Bataan Memorial Building, Santa Fe, New Mexico 87503.

A map of recreational areas in New Mexico.

Ghost Town Map of New Mexico, distributed by the Department of Development. Bataan Memorial Building, Santa Fe, New Mexico 87503.

Showing historic and old centers of habitation, trading posts, ghost towns, stage and rail stops.

Your Souvenir Pic-Tour Map of New Mexico. Published by Petley Studios, Box 3218, Albuquerque, New Mexico 87110.

101

New Mexico, Land of Enchantment
Old Cienega Village Museum
Rt. 2, Box 214
Santa Fe, New Mexico 87501

Coloring map designed and drawn by Louann Jordan, Santa Fe, 1974.

Road Map of New Mexico
New Mexico Highway Department and
New Mexico Department of Development
Bataan Memorial Building
Santa Fe, New Mexico 87503

This is the official state highway map of the state. Colorful map with road sign chart, mileage chart, museums, parks, monuments, Indian Reservations, ski areas, state symbols, and other geographical and historical information about the state. This free map can be obtained at any state highway department office or the New Mexico Department of Development.

Old Cienega Village Museum
El Rancho de Las Golondrinas
New Mexico Historical Foundation
135 Camino Escondido
Santa Fe, New Mexico 87501
(505) 982-5644

The ranch was a historic paraje (stopping place) on the El Camino Real (The King's Highway of the Spanish Empire in America). It is one of the most historic ranches in the Southwest. Twice a year, the ranch comes alive with traditional dances, food, and farm activities. School visits can also be arranged. A book by Louann Jordan and St. George Cooke is available about the village, El Rancho de Las Golondrinas. Excellent for children. A must visit for teachers and students alike.

Maxwell Museum of Anthropology, University of New Mexico.

The museum offers two programs, free of charge to all schools: (1) museum tours given by trained guides and (2) suitcase exhibits brought to the classroom, presented by a trained staff. Reservations for the kits and tours can be made by calling the Education Division, (505) 277-2924. The kits cover American Indian tools, Hopi kachinas, archaeology, and human evolution.

New Mexico Audio Visual
9114 Baranca N.E.
Albuquerque, New Mexico 87111
(505) 299-4613

Barbara Ames has combined the expertise of teachers and photographers to produce eight filmstrips for use in elementary classrooms. Titles include, "Spanish Colonial Arts and Crafts," "Casa San Ysidro," "Life in Spanish Colonial Times," "Geology of New Mexico," "Vegetation Zones of the Southwest," "Life in the City Along the Rio Grande," and "Life on a Farm in the Mixilla Valley of the Rio Grande." The tapes which accompany these filmstrips are in both English and Spanish. The cost for eight filmstrips with cassettes is $144 or $18 each.

Max Roybal
State of New Mexico Commission Arts
608 Third Street, S.W.
Albuquerque, New Mexico 87102
(505) 243-2458

One of New Mexico's finest santeros. He is also an excellent story teller. Will come to schools and speak to children about wood carving and life in New Mexico. Will also bring some of his work.

Coyote Stories of the Navajo People, edited by Robert Roessel Jr, and Dillon Platero, illustrated by George Mitchell. Navajo Curriculum Center Press, 2218 East Magnolia, Phoenix, Arizona 85034.

Navajo Curriculum Center
Rough Rock Demonstration School
Rough Rock, Arizona

New Mexico Wildlife Magazine
Villagra Building, State Capitol
Santa Fe, New Mexico 87503

This bimonthly publication is published by the Public Affairs Division of the New Mexico Department of Game and Fish. Numerous articles and pictures detail the description and life of New Mexico wildlife. Subscriptions are $2.00 a year (subject to change).

National Forests

Carson National Forest
FS Building, P.O. Box 587
Taos, New Mexico 87571
(505) 758-2238

Cibola National Forest
P.O. Box 1826
Albuquerque, New Mexico 87103
(505) 766-2185

Gila National Forest
301 West College Avenue
Silver City, New Mexico 88061
(505) 388-1986

Lincoln National Forest
Federal Building
Alamogordo, New Mexico 88310
(505) 437-6030

USDA, Forest Service
Office of Information
517 Gold Avenue, S.W.
Albuquerque, New Mexico 87102
(505) 766-2444

Santa Fe National Forest
P.O. Box 1689
Santa Fe, New Mexico 87501
(505) 988-6313

Wilderness hiking and camping maps of Santa Fe National Forest are available at the forest office on the third floor of the Federal Building on Federal Place, just two blocks north of the plaza. Office hours are Monday through Friday, 7:45 a.m. to 4:30 p.m. These maps are all 50 cents each and are also available at all eight Santa Fe National Forest ranger stations in Cuba, Coyote, Espanola, Jemez, Las Vegas, Los Alamos, Pecos, and Santa Fe.

Santa Fe National Forest may be telephoned at (505) 988-6313.

National Parks and Monuments

Aztec Ruins National Monument
P.O. Box U
Aztec, New Mexico 87410
(505) 334-6174

Bandelier National Monument
Los Alamos, New Mexico 87544
(505) 672-3861

Capulin Mountain National Monument
Capulin, New Mexico 88414
(505) 278-2781

Carlsbad Caverns National Park
3225 National Parks Highway
Carlsbad, New Mexico 88220
(505) 622-9242

Chaco Canyon National Monument
Star Route 4, Box 6500
Bloomfield, New Mexico 87413
(505) 786-5384

El Morro National Monument
Ramah, New Mexico 87413
(505) 783-5132

Fort Union National Monument
Watrous, New Mexico 87753
(505) 425-8025

Gila Cliff Dwellings National Monument
Route 11, Box 100
Silver City, New Mexico 88061
(505) 534-9344

Gran Quivira National Monument
Route 1
Mountainair, New Mexico 87036
(505) 847-2770

Pecos National Monument
P.O. Drawer 11
Pecos, New Mexico 87522
(505) 757-6414

White Sands National Monument
P.O. Box 458
Alamogordo, New Mexico 88310
(505) 437-1058

Santa Fe National Forest hiking permits can only be obtained at the Tesuque District Ranger Station, 1155 Siler Road in Santa Fe, New Mexico 87501. The station hours are Monday through Friday, 8 a.m. to 5 p.m. It is located across from the Holiday Inn, near the Ramada Inn.

There are 49 recreational areas in Santa Fe National Forest. Most of them have restrooms and running water. Some have trailer hookups.

Indian Offices and Organizations in New Mexico

Apache

Jicarilla Apache Tribal Council
P.O. Box 147
Dulce, New Mexico 87528
(505) 759-3242

Mescalero Apache Tribe
P.O. Box 176
Mescalero, New Mexico 88340
(505) 671-4495

Navajo

President, Alamo Navajo Chapter
Alamo Route
Magdalena, New Mexico 87825
(505) 854-2267

President, Canoncito Navajo Chapter
P.O. Box 398
Laguna, New Mexico 87026
(505) 831-6426

104

President, Ramah Navajo Chapter
P.O. Box 308
Ramah, New Mexico 87321
(505) 783-5110

Pueblo

Acoma Pueblo Governor
P.O. Box 309
Acomita, New Mexico 87034
(505) 552-6606

All Indian Pueblo Council, Inc.
1015 Indian School Road N.W.
P.O. Box 6507, Station B
Albuquerque, New Mexico 87107
(505) 247-0486

Isleta Pueblo Governor
P.O. Box 317
Isleta Pueblo, New Mexico 87022
(505) 869-3111

Jemez Pueblo Governor
P.O. Box 78
Jemez Pueblo, New Mexico 87024
(505) 834-7359

Laguna Pueblo Governor
P.O. Box 194
Laguna, New Mexico 87026
(505) 243-3716

Nambe Pueblo Governor
Route 1, Box 117-BB
Santa Fe, New Mexico 87501
(505) 455-7692

Picuris Pueblo Governor
P.O. Box 228
Penasco, New Mexico 875533
(505) 587-2519

Pojoaque Pueblo Governor
Route 1, Box 71
Santa Fe, New Mexico 87501
(505) 455-2278

Sandia Pueblo Governor
P.O. Box 608
Bernalillo, New Mexico 87004
(505) 867-2876

San Felipe Pueblo Governor
P.O. Box 308
Algondones, New Mexico 87001
(505) 867-2439

San Ildefonso Pueblo Governor
Route 5, Box 315-A
Santa Fe, New Mexico 87501
(505) 455-2273

San Juan Pueblo Governor
P.O. Box 1099
San Juan Pueblo, New Mexico 87566
(505) 852-4400

Santa Ana Pueblo Governor
P.O. Box 37
Bernalillo, New Mexico 87004
(505) 867-2406

Santa Clara Pueblo Governor
P.O. Box 580
Espanola, New Mexico 87532
(505) 753-7326

Santo Domingo Pueblo Governor
General Delivery
Santo Domingo Pueblo, New Mexico 87052
(505) 465-2240

Taos Pueblo Governor
P.O. Box 1846
Taos Pueblo, New Mexico 87571
(505) 758-4156

Tesuque Pueblo Governor
Route 1, Box 1
Santa Fe, New Mexico 87501
(505) 983-4006

Zia Pueblo Governor
San Ysidro, New Mexico 87053
(505) 243-5944

Zuni Pueblo Governor
P.O. Box 339
Zuni, New Mexico 87327
(505) 782-4481

105

New Mexico Chamber of Commerce Mailing Addresses/Phone Numbers

Here is a list of chambers of commerce for specific tourist information on hotels, motels, and rates; restaurants; arts and crafts shows; museums, and other civic attractions. Also contact them for specific information on population and growth rate, housing, real estate, climate, and facilities.

Alamogordo 88210
P.O. Box 518
437-6120

Albuquerque 87102
401 2nd NW
842-0220

Anthony 88021
Drawer L
886-2127

Artesia 88210
P.O. Box 99
746-2744

Aztec 87410
125 North Main
334-9551

Bayard 88023
P.O. Box 298
537-3281

Belen 87002
P.O. Box 818
864-8091

Carlsbad 88220
P.O. Box 910
885-2040

Carrizozo 88301
Box 188
648-2432

Chama 87520
P.O. Box 457
756-2306

Cimarron 87714
P.O. Box 441
376-2432

Clayton 88415
P.O. Box 476
374-9253

Clovis 88101
215 Main Drawer C
763-3435

Deming 88030
P.O. Box 8
546-2674

Eagle Nest 87718
Box 322
377-2359

Espanola 87532
417 Big Rock Ctr.
753-2831

Eunice 88231
P.O. Box 838
394-2755

Farmington 87401
P.O. Box 267
325-0279

Fort Summer 88119
Box 47
355-7705

Gallup 87301
P.O. Box 1395
863-6849

Grants 87020
P.O. Box 297
287-4802

Hatch 87937
P.O. Box 336
267-3071

Hobbs 88240
P.O. Box 1136
397-3202

Jal 88252
P.O. Box 1205
395-2620

Las Cruces 88001
P.O. Brawer 519
524-1968

Las Vegas 87701
P.O. Box 148
425-8631

Lordsburg 88045
205 Main
542-9864

Los Alamos 87544
P.O. Box 888
662-5595

Lovington 88260
P.O. Box 1347
396-5311

Melrose 88124
P.O. Box 327
253-4208

Moriarty 87035
P.O. Box 96
832-4388

Mountainair 87036
P.O. Box 595
847-2485

Portales 88130
P.O. Box 488
356-6226

Quemado 87820
P.O. Box 167
773-4691

Raton 87740
P.O. Box 1211
445-3689

Red River 87558
P.O. Box 866
754-2967

Roswell 88201
P.O. Drawer 70
623-5695

Ruidoso 88345
P.O. Box 698
257-7395

Santa Fe 87501
P.O. Box 1928
983-7317

Santa Rosa 88435
486 Parker Avenue
472-3763

Silver City 88061
925 North Hudson
538-3785

Socorro 87801
P.O. Box 743
835-9424

Springer 87747
P.O. Box 323
483-2394

Taos 87571
Drawer 1
758-9873

Tatum 88267
P.O. Box 206
398-3646

Truth or Consequences 87901
P.O. Box 31
894-3536

Tucumcari 88401
Drawer E
461-1694

Tularosa 88352
301 Central Avenue
P.O. Box 1026
585-4444

EVALUATION QUESTIONNAIRE

The Center for Teaching International Relations is interested in receiving your comments regarding New Mexico History and Culture. Please fill out this questionnaire and return it to the address below.

1. Which of the activities did you find most useful, and why?

2. Which of the activities did you find least useful, and why?

3. What suggestions do you have for improving this unit?

If you have materials on New Mexico that you or your school district have developed and wish us to look over and consider for publication, feel free to send us copies.

Center for Teaching International Relations
Graduate School of International Studies
University of Denver (Colorado Seminary)
Denver, Colorado 80208